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ABSTRACT

Louisiana's postsecondary education system is dedicated to improving the quality of life for the state's citizens. It demands from its institutions a level of performance in teaching, research, and public service that both acknowledges and challenges the capabilities and missions of each. Chapter 1 describes the pursuit of this vision for Louisiana. The public postsecondary education community has adopted three goals: (1) to increase opportunities for student access and success; (2) to ensure quality and accountability; and (3) to enhance services to communities and the state. This master plan addresses each of these goals and breaks them down into objectives, along with strategies for accomplishing each objective. For example, Goal 1 includes the following objectives: (1) to increase participation in public postsecondary education by 2% by 2005; (2) to increase minority participation in postsecondary education by 5% by 2005; (3) to increase the percentage of first-time, full-time entering freshmen retained in the second year in community colleges and universities 5 percentage points by 2005; and (4) to increase the three-year graduation rate at community colleges and the six-year graduation rate at four-year institutions by a combined total of five percentage points by 2005. Chapter 2, "Refinement of a Comprehensive, Statewide System," addresses admissions criteria, mission statements, and institutional role. Chapter 3, "Funding Formulae for Louisiana's Public Postsecondary Institutions," addresses general funding issues and funding for some specific programs. (Author/NB)

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BOARD OF REGENTS

STATE OF LOUISIANA

MASTER PLAN FOR PUBLIC POSTSECONDARY EDUCATION: 2001

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Master Plan

MASTER PLAN FOR PUBLIC POSTSECONDARY EDUCATION: 2001

BOARD OF REGENTS
STATE OF LOUISIANA

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FOREWORD

Article VIII, Section V of Louisiana's Constitution requires the Board of Regents to "formulate and make timely revision of a master plan for postsecondary education. As a minimum, the plan shall include a formula for equitable distribution of funds to the institutions of postsecondary education." In addition, Acts 241 of 1987 and 1360 of 1997 require that the Board of Regents, in cooperation with each system management board, and with the chancellor and president of each public postsecondary institution, establish a mission for each public university system and for every institution within each system.

With its statewide responsibilities and its close working relationships with the four system boards, the legislature, and the governor's office, the Board of Regents is uniquely positioned to assess the needs and resources of the postsecondary education system as well as the needs of the state and its citizens. The concept of regional planning and coordination is a sound one, and the Board will implement this design without concern for institutional affiliations or prior relationships. Such a system will better serve its students and the citizens, businesses, and industries of Louisiana.

The Board of Regents determined that an inclusive approach to developing the Master Plan would yield the most effective result. Therefore, the Board obtained input from a variety of stakeholders and key decision makers, and it solicited advice from experts in particular fields. The Board established two task forces to provide input and direction. These were the Task Force on Formula Funding for Public Universities and Community Colleges and the Louisiana Task Force on Postsecondary Education Master Planning, the membership of which can be found in Appendix A. In addition, the Board of Regents convened more than 30 meetings with the management boards, system personnel, and individual campus representatives. These were held to review the draft plan and to develop role, scope, and mission statements for each management system, campus, and unit of public postsecondary education in Louisiana.

In all, six drafts of the plan were reviewed by the Board of Regents, campuses, management boards, selected representatives of government agencies, and other interested parties. A statewide public hearing on the fifth draft of the plan was broadcast March 6, 2001, to 15 sites via compressed video and was made available on the Internet through the Louisiana Public Broadcasting system. On behalf of the Board of Regents and the public postsecondary system, we are pleased to submit Louisiana's Master Plan for Public Postsecondary Education: 2001.

Richard E. D'Aquin
Chair, Board of Regents

E. Joseph Savoie
Commissioner of Higher Education

INTRODUCTION

Frank H.T. Rhodes, President Emeritus of Cornell University, writes in "The University at the Millennium: The Glion Declaration" (1998):

> Universities are learning communities, created and supported because of the need of students to learn, the benefit to scholars of intellectual community, and the importance to society of new knowledge, educated leaders, informed citizens, expert professional skills and training, and individual certification and accreditation. Those functions remain distinctive, essential contributions to society; they form the basis of an unwritten social compact, by which, in exchange for the effective and responsible provision of those services, the public supports the university, contributes to its finance, accepts its professional judgment and scholarly certification, and grants it a unique degree of institutional autonomy and scholarly freedom. Within this compact, the university has a reciprocal obligation for impartial scholarship, the highest professional competence and integrity, the cultivation of advanced knowledge and a love of learning among its students, and a sensitivity towards the need for its services in society at large.

Louisiana's public postsecondary education system is well-positioned to fulfill the unwritten compact of which Rhodes writes, thanks to the capabilities of its six complementary components. First, technical and community colleges provide students the academic, vocational, and technical training they need to find meaningful work and also provide the core education needed by students preparing for transfer to a four-year institution. Second, colleges and universities prepare citizens for a wide variety of careers, including teaching, which has the power to transform the state's K-12 public education system. Third, graduate and research institutions provide students opportunities for specialized study and have focused research responsibilities. Fourth, a premier research institution with extensive research and development programs nurtures scholars who add to the body of knowledge in numerous disciplines. Fifth, professional schools educate physicians, dentists, veterinarians, and lawyers to serve the needs of the state and its citi-

zens. Finally, specialized units conduct targeted research and render needed services to the state's citizens.

Because economic and educational systems are mutually dependent, both must be linked to produce a well-educated, competitive workforce that can compete globally in this new century. Ensuring economic advantage and prosperity for Louisiana requires cultivating a population willing to learn, adapt, and learn again in an increasingly technical and interconnected world. Because cultural and educational systems are also mutually dependent, the diversity of cultures in Louisiana must be preserved and nurtured in educational institutions in order to stimulate an atmosphere of civility and respect. Ultimately creativity, competency, and critical thought must characterize Louisiana's citizenry.

Because cultural and educational systems are also mutually dependent, the diversity of cultures in Louisiana must be preserved and nurtured in educational institutions in order to stimulate an atmosphere of civility and respect.

At every level, in every region, the state must become, as **Louisiana: Vision 2020** (the state's 20-year strategic plan for economic development) wisely recognizes, a highly coordinated and efficient learning enterprise. Recently, several significant steps toward this goal have been taken. Recognizing that economic achievement is built on early educational foundations, the Board of Regents and the Board of Elementary and Secondary Education have joined to refashion how prospective teachers at the elementary and secondary level are recruited, prepared and retained through an unprecedented partnership. The state has reorganized community and technical colleges into a single system and has placed proprietary schools under the jurisdiction of the Board of Regents, positioning those institutions to respond more flexibly and robustly to business, industry, and workforce demands. Postsecondary education has become increasingly coordinated, making it easier for faculty to pool expertise, for institutions to share resources, and for the system to move skilled students into the workforce. Through a variety of technologies, institutions have made courses and programs more accessible to Louisiana's citizens. Increased access translates directly into educational and economic gains both for students and for the businesses that employ them. The Board of Regents Support Fund has generated nearly $400 million in external funds for Louisiana's researchers, resulting in new patents and enhanced opportunities for future external support. Clearly, Louisiana's educational enterprise is making substantial progress.

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Still, tremendous challenges remain:

- Thirty percent of Louisiana's children live in poverty.
- Louisiana has one of the highest percentages of illiterate adults in the nation.
- One in five adults in Louisiana has not graduated from high school.
- Proportionately, lower numbers of minority students enroll or remain in postsecondary education.
- Across the state, at every level, there is a shortage of certified teachers.
- The skills of Louisiana's workforce are generally inadequate in today's technological economy.
- Following years of budget cuts, Louisiana's public postsecondary education system continues to be seriously undercapitalized. In spite of recent improvements in funding, the lingering, long-term effects of the previous budget cuts adversely impact research, scientific and scholarly pursuits, library and equipment acquisitions, and facility maintenance.

Addressing these critical challenges is one of the principal objectives of the *Master Plan*. Exclusive concern with these issues, however, would create imbalance in utilizing the capabilities of those institutions whose missions, research, and public service goals address other factors no less important to the state's welfare or which promote values not reflected in the foregoing challenges. Among these other factors, three are primary:

- The role of the land-grant colleges, research universities, and specialized units in expanding the frontiers of human knowledge through aggressive research.
- The promotion of excellence that expressly recognizes and builds upon the differences and the value of the diverse units that make up the public postsecondary education enterprise.
- The unique contributions the system's professional schools make, not only in training the state's citizens for professional careers but also in enhancing efficiency and equity in public policies.

The Board of Regents, in cooperation with the postsecondary education community and other stakeholders, has developed the *Master Plan* to respond to these challenges. Its

effectiveness requires setting clear goals, objectives, targets, and strategies that can be monitored and measured; establishing specific role, scope, and mission statements, and setting appropriate admissions standards; and revising and implementing the various funding formulae to support institutions and drive them toward achievement of the *Plan's* goals.

Chapter One

CHAPTER ONE

GOALS AND OBJECTIVES

Louisiana's postsecondary education system is dedicated to improving the quality of life for the state's citizens. It demands from its institutions a level of performance in teaching, research, and public service that both acknowledges and challenges the capabilities and missions of each. To pursue this vision for Louisiana, the public postsecondary education community has adopted three primary goals:

I. **Increase Opportunities for Student Access and Success**
II. **Ensure Quality and Accountability**
III. **Enhance Services to Communities and State**

The Board of Regents recognizes that attainment of these statewide goals will require effort by every member of the postsecondary education community, boards and campuses alike. Depending on the nature of the objective and the role, scope, and mission of the institution, some campuses may play a primary role in achieving certain objectives but no role in achieving others.

Achieving the objectives set for each goal depends to a great extent upon the availability of adequate and appropriate resources. Despite increased investments in postsecondary education in recent years, Louisiana's annual appropriation for postsecondary education remains significantly below the Southern Regional Education Board (SREB) average. These shortfalls are experienced by institutions at every level: technical college campuses, community colleges, universities, professional schools, and specialized institutions and units. Implementing admissions criteria throughout the system will change the enrollment patterns of Louisiana's students. The change will encourage greater access through community colleges and technical college campuses, but expanded resources will be required to respond to these enrollment shifts and to protect the financial viability of other institutions.

Each of the three goals has prescribed statewide objectives and accompanying strategies. The format for presenting and describing these elements complies with the requirements of Act 1465 of 1997, Louisiana's general performance and accountability law. Each institution, in conjunction with its management board, will develop, when applicable, appropriate objectives and strategies commensurate with its role, scope, and mission to

support and help attain the statewide goals established for the public postsecondary education system.

GOAL I: INCREASE OPPORTUNITIES FOR STUDENT ACCESS AND SUCCESS

Louisiana's postsecondary education system exists to develop citizens' intellect, character, and competitive ability through the discovery, enhancement, and dissemination of knowledge, and thus to improve the quality of life for all residents. To this end, Louisiana's postsecondary education system is committed to ensuring that all its citizens will have access to publicly-supported institutions of postsecondary education without regard to race, age, gender, physical condition, religion, socio-economic status, veteran status, or ethnic background. The colleges and universities will provide sufficient opportunities for the state's citizens to pursue their individual, social, economic, and educational goals to the extent of their abilities and motivation. Colleges, universities, and proprietary schools not only will recruit students but also will provide the necessary services to help them succeed.

Objective I

Increase participation in public postsecondary education 2 percent by 2005.

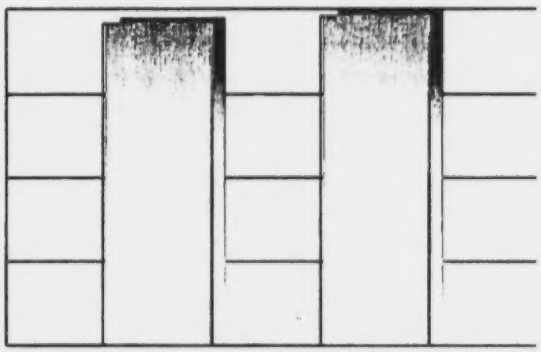
The public postsecondary education system must attract and make its services available to a growing number of Louisiana's citizens, including college graduates, high school graduates, non-graduates, and working adults. In the next decade, most of the new jobs created in Louisiana will require a level of postsecondary education or training not currently possessed by enough of the state's citizens.

Although the number of high school graduates in Louisiana is projected to decline 6 percent by 2007, overall enrollment in postsecondary education is expected to increase by 2 percent, from a headcount enrollment of 191,673 in Fall 2000 to 195,500 in Fall 2005. This projected increase can be attributed to improved preparation of elementary and secondary students, enrollment increases at the Louisiana Technical College, continued growth of emerging community colleges, further development of Learning

Centers, increased retention efforts at universities, expanded articulation between institutions, and further development of electronic (distance) learning opportunities throughout the state.

Chart I

Total Enrollment in Public Postsecondary Education



Strategies

1. Improve one- and two-year services in each region of the state.
2. Promote electronic (distance) learning activities in each region of the state.
3. Ensure seamless transfers between and among campuses at all levels.
4. Coordinate and support various literacy and basic education programs statewide.
5. Ensure access to programs and services to citizens with disabilities.
6. Promote dual enrollment agreements with public school districts.

Objective II

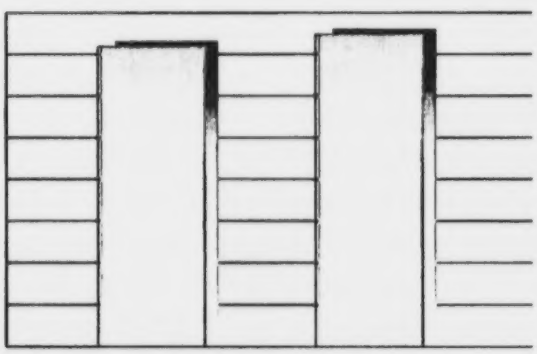
Increase minority participation in public postsecondary education 5 percent by 2005.

Louisiana's minority population remains underrepresented in public postsecondary education, notwithstanding efforts to increase minority enrollments under the Higher Education Desegregation Consent Decree and the current Settlement Agreement. Public postsecondary education must strengthen its commitment to recruiting and retaining more minority students, both to advance the quality of life for all segments of the popu-

lation and to meet the projected demand for an educated workforce to drive Louisiana's economy. The target for increased minority participation is 5 percent, from a headcount enrollment of 71,269 in Fall 2000 to 74,800 in Fall 2005.

Chart II

Total Minority Enrollment in Public Postsecondary Education



Strategies

1. Expand outreach programs to recruit minority students.
2. Expand on-campus summer enrichment and transition programs.
3. Increase hiring of minority administrators, faculty, and staff.
4. Develop and provide access to ACT preparation courses to increase eligibility for participation in TOPS programs.
5. Expand mentoring and tutoring programs.
6. Implement the Educational Planning and Assessment System (EPAS) in public middle and high schools.

Objective III

Increase the percentage of first-time, full-time entering freshmen retained to the second year in community colleges and universities 5 percentage points by 2005.

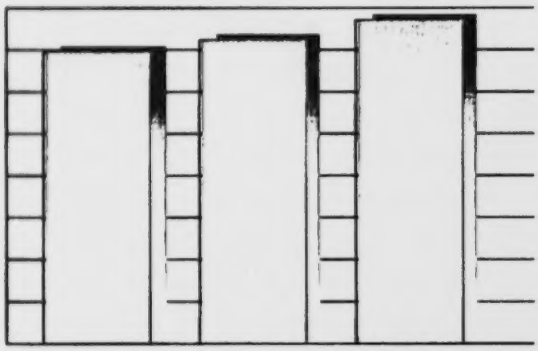
The withdrawal of students from college represents a loss of investment and opportunity to the student, to the institution, and to the state, as there are tangible economic and

social costs related to attrition. Retaining larger numbers of students in public postsecondary education results in higher levels of educational attainment, a better prepared workforce, and a more cost effective delivery of services.

Key to enhancing student retention is a strong, ongoing commitment by an institution to the educational needs of its students. Ultimately, successfully retaining greater numbers of students depends on the actions and contributions of all members of a campus community. Driven primarily by a better student-to-institution match as admissions criteria are implemented, the retention rate in the system is projected to increase from 72 percent in 2000 to 77 percent in 2005.

Chart III

First-Time Freshman Retention to
2nd Year in Community Colleges and Universities



Strategies

1. Establish appropriate admissions criteria at four-year institutions to promote better student-to-institution match.
2. Develop systemwide and campus-specific retention assessment systems.
3. Expand availability of first-time student seminars and first-year experience courses.
4. Expand academic and training support and resource centers.
5. Continue statewide assessment of student services using student opinion surveys.
6. Track successful course completion as a measure of student success (particularly for community colleges).

Objective IV

Increase the three-year graduation rate at community colleges and the six-year graduation rate at baccalaureate degree-granting institutions by a combined total of 5 percentage points by 2005.

Increasing the graduation rate in Louisiana public postsecondary education institutions is important to a variety of clients: students seeking higher incomes and an improved quality of life; employers desiring employees capable of producing in a rapidly changing environment; communities aspiring to gain a competitive edge in economic development; and our democratic society as a whole needing a citizenry equipped and willing to contribute to the resolution of a host of complex social issues.

A better student-to-institution match, improved retention rates, and ease of transfer are expected to help increase the overall graduation rate from 29 percent in 1999-2000 to 34 percent in 2005-2006.

Strategies

1. Establish admissions criteria at four-year institutions to promote better student-to-institution match.
2. Develop systemwide and campus-specific retention assessment systems.
3. Expand efforts to encourage transfer from two-year colleges to four-year universities.

GOAL II: ENSURE QUALITY AND ACCOUNTABILITY

Louisiana's public postsecondary education system is committed to providing high quality programs and services for the state's citizens, government, businesses, and industries. These programs must be timely, relevant, and responsive: data collection, consumer protection, and information sharing activities must be expanded to meet the expectations and needs of a growing external constituency for postsecondary education. Further, the public postsecondary education system must strive to ensure that public resources are adequate to maintain quality programs and services. Mechanisms designed to demonstrate the efficient use of resources by each institution must be developed and incorporated into the accountability reports required by law and by effective

system management. Such mechanisms focus on the efficient use of both human and physical resources.

From a statewide perspective, two major programs of the Board of Regents designed to ensure quality and raise the level of excellence are its academic program review process and the various initiatives supported by the Board of Regents Support Fund. Traditionally the academic program review process centered primarily on issues of quality: faculty qualifications, institutional support, and library resources. Today, additional considerations such as regional needs, unnecessary duplication, adequacy of institutional resources to support the program, and the expected contribution to the state's economy have become integral parts of the review process.

...[D]ata collection, consumer protection, and information sharing activities must be expanded to meet the expectations and needs of a growing external constituency for postsecondary education.

Constitutionally established in 1986, the Louisiana Education Quality Trust Fund and the Louisiana Education Quality Support Fund have sought to raise the level of excellence in postsecondary education and to promote economic development. The results of the Support Fund programs have consistently received positive evaluations. Therefore, the Enhancement, Superior Graduate Students, Research and Development, and Eminent Scholars components of the Support Fund will continue to be administered as competitive grant programs; out-of-state peer review panels using national standards will continue to guide the Regents' decisions to fund the most worthy proposals. In addition to seeking ways to continually improve the programs and their value, the Regents will also explore methods for funding research-level public service activities.

Objective I

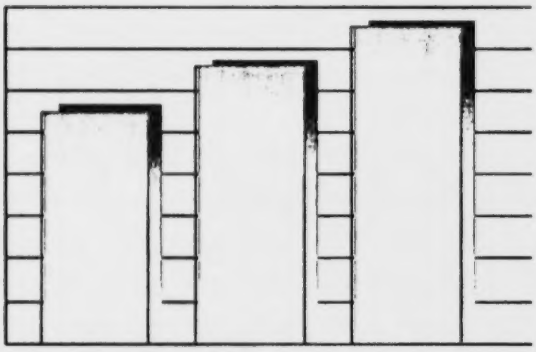
By 2005, 75 percent of first-time entering freshmen at baccalaureate degree-granting institutions will be fully prepared for university-level work.

Many under-prepared students currently enroll in baccalaureate degree-granting institutions, resulting in resource demands for developmental education and related services, a higher dropout rate, a loss of investment, and less than acceptable completion rates. The baccalaureate degree-granting institutions must develop admissions criteria that

provide a better student-to-institution match and thus increased retention and graduation rates. Since implementing admissions criteria will result in significantly reduced developmental education offerings at baccalaureate degree-granting institutions, those offerings will generally shift to two-year institutions equipped to provide services at a lower cost to the student. This shift is expected to increase the percentage of first-time entering freshmen at baccalaureate degree-granting institutions who require no developmental course work from 66 percent in 2000 to 75 percent in 2005.

Chart IV

Percentage of First-Time Entering Freshmen at Four-Year Institutions Fully Prepared for University Work



Strategies

1. Establish admissions criteria at all four-year institutions.
2. Work with the Board of Elementary and Secondary Education to improve academic and technical preparation of college-bound students.
3. Expand developmental education opportunities and services at Louisiana Technical College campuses and at community colleges.
4. Expand on-campus summer enrichment and transition programs.
5. Implement the Educational Planning and Assessment System (EPAS) in public middle and high schools.

Objective II

Achieve 100 percent accreditation of "mandatory" programs by 2005.

While all institutions are expected to achieve and maintain appropriate regional or national accreditation, an additional measure of quality is program accreditation. In many disciplines, program accreditation is not only desirable but also necessary if graduates are to sit for examinations and practice in their chosen fields. In October 1999 the Board of Regents determined that accreditation standings for all academic programs be designated as "mandatory," "recommended," or "optional." Presently, 84 percent of all "mandatory" programs at two-year and four-year institutions are accredited.

Strategies

1. Institutionally identify academic programs most closely related to role, scope, and mission, and target resources to these programs to achieve and maintain accreditation.
2. Conduct reviews of existing non-accredited undergraduate programs to help affected campuses eliminate barriers to accreditation.

Objective III

By 2005, raise the students' level of satisfaction in Louisiana's baccalaureate degree-granting institutions to the national average for each institution's SREB/Carnegie classification. At two-year institutions, maintain a level of student satisfaction at or above the national average for similar institutions.

In Spring 2000 the Board of Regents, in conjunction with ACT, Inc., surveyed 4,695 students enrolled in Louisiana's public two-year institutions and 13,285 students enrolled in Louisiana's public four-year institutions to determine their level of satisfaction with various college services and other aspects of their college environment. Results of this survey are being used to identify instances of "best practices" as well as to identify areas in need of improvement.

Overall, respondents to the Two-year Student Opinion Survey rated their level of satisfaction with their college above the national average (4.08 vs. 4.05 on a five-point scale).

Respondents to the Four-year Student Opinion Survey rated their level of satisfaction slightly below the national average (3.81 vs. 3.89).

Strategies

1. Utilize individual campus results to identify college services and environments where student satisfaction levels are significantly above or below average.
2. Utilize institutionally-specific means (i.e., surveys, focus groups) to determine why certain levels of student satisfaction are above or below average.
3. Adopt "best practice" policies and target resources to improve services and facets of the college environment rated below average.

GOAL III: ENHANCE SERVICES TO COMMUNITIES AND STATE

Louisiana institutions of public postsecondary education recognize that public service is a primary obligation. Providing this service within the scope of each institution's developed abilities is a social responsibility and a public duty. Colleges and universities are expected to develop partnerships with other institutions, public agencies, school systems, corporations, and private business to supplement and extend their talents and skills for the improvement of the educational, social, and economic conditions of their communities.

The diversity of public service opportunities requires that each institution focus on the types of public service that it can most effectively provide. Vocational training and provision of basic skills and literacy enhancement leading to a more competent workforce is, for example, an appropriate focus for the Louisiana Technical College and the community colleges. Training teachers who will take the state's PK-12 schools to the levels sought in **Louisiana: Vision 2020** is clearly a mission for the system's baccalaureate degree-granting campuses. Research institutions must continue to focus on basic research that forms the basis for new technology and other improvements in society. The system's units devoted to the agricultural, physical, and biomedical sciences, on the other hand, can enhance the state's economy by developing in their laboratories patentable products, processes, and ideas that can be mainstreamed into the state's

private sector. The state's law centers can render service in the form of research or student intern programs designed to assist Louisiana public officials in improving public policy. The state's health sciences center can provide necessary research and health care for many of the state's citizens, especially the indigent. Furthermore, students from all institutions can engage in the improvement of their communities and can learn valuable citizenship lessons through activities such as service learning.

Providing this service within the scope of each institution's developed abilities is a social responsibility and a public duty.

Institutions have historically provided numerous programs and services for employers. To date, however, the state has not tracked or evaluated these services. In order to expand and properly focus these programs, the postsecondary education community must improve ways to define these efforts, to collect information regarding these programs, and to evaluate their efficacy. In the coming years, the Board of Regents will coordinate this effort.

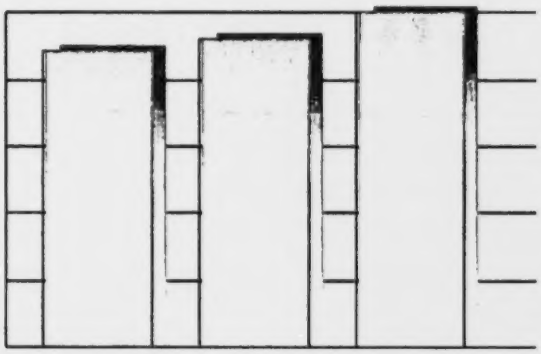
Objective 1

Increase the number of students earning baccalaureate degrees in education 7 percent by 2005.

The Blue Ribbon Commission on Teacher Quality, created by the Governor, the Board of Regents and the Board of Elementary and Secondary Education (BESE), recognized that a significant number of teachers in Louisiana's classrooms are not certified to teach or are teaching outside their area of certification. When no more than 87 percent of the teachers in Louisiana's public elementary and secondary education classrooms are certified in their specialty areas, it is obvious that Louisiana's colleges and universities are not graduating a sufficient number of teachers, especially in specific areas such as mathematics, science, and special education. While BESE, the legislature, and local school boards must act to improve classroom environments and teaching conditions, the public postsecondary education community must respond by working to increase the pool of qualified teachers. It is projected that the number of students earning baccalaureate degrees in education will increase 7 percent, from 2,298 in 2000 to 2,458 in 2005.

Chart V

Total Number of Baccalaureate Degrees in Education Conferred by Four-Year Institutions



Strategies

1. Design and implement alternative certification programs.
2. Revamp existing teacher education programs.
3. Create coordinated partnerships between universities and local school systems.
4. Expand recruitment efforts for education majors.
5. Expand financial aid programs for education majors.

Objective II

Increase the number of intellectual property disclosures, licensing agreements, and startup businesses based on technologies developed at Louisiana's universities 50 percent by 2005.

New technology-based businesses, particularly in non-traditional industries, can contribute significantly to the further diversification of Louisiana's economy and to the growth of high quality, high paying jobs. Research at the universities can be the catalyst for these startup enterprises. Additionally, many of the technologies developed on campuses that do not result in the formation of new businesses do result in licensing agreements and subsequent royalties to the university, which have undeniable economic impact.

Louisiana's universities can also contribute to economic enhancement by working with existing businesses to improve growth potential. Finally, universities should develop technologies and produce technology-trained workers that will enhance Louisiana's ability to attract new and diverse businesses to the state.

Strategies

1. Establish and strengthen technology clusters in job growth areas identified in **Louisiana: Vision 2020.**
2. Provide effective mechanisms for industry access to university technologies and expertise.
3. Develop or expand incentives for faculty to participate in technology-transfer activities.

Objective III

Establish a coordinated plan with appropriate partners to maximize the investment of public funds in adult literacy programs.

Data indicate that Louisiana has one of the highest percentages of illiterate adults of any state in the nation. The inability to read at or above the eighth-grade level prevents many adults from getting or keeping high paying jobs. As long as a substantial portion of the potential workforce is ill-prepared to perform required tasks, Louisiana's economy cannot expand into the desirable area of high technology. Louisiana's citizens must possess the basic skills necessary to advance into appropriate training programs. The Louisiana Community and Technical College System is particularly well-positioned to offer literacy programs that will prepare participants for further training.

Strategies

1. Assume leadership in developing statewide policies regarding literacy.
2. Identify, strengthen, and expand successful literacy programs that currently operate in Louisiana.
3. Create institutional and management board linkages with the Board of Elementary and Secondary Education, the Louisiana Department of Labor, the Workforce Commission, and others to develop appropriate literacy and basic skills programs for employees of Louisiana businesses.

Chapter Two

CHAPTER TWO

REFINEMENT OF A COMPREHENSIVE, STATEWIDE SYSTEM

The 1974 Constitution reorganized the governance of postsecondary education, creating a structure with three management boards responsible for the day-to-day operations of campuses and with the Board of Regents responsible for statewide coordination of all public colleges and universities. In 1997, the legislature adopted statutes that expanded the responsibilities of the Board of Regents. In 1998, the voters of Louisiana revised the constitution, creating a fourth management board responsible for the Louisiana Technical College and most of the community colleges.

Institution Differentiation

The postsecondary education community recognizes that to become more effective, the delivery system for providing its services must become more focused. Establishing an appropriate breadth and level of program offerings, as well as a suitably prepared student body consistent with institutional character, is also necessary. The Carnegie Foundation for the Advancement of Teaching, the Southern Regional Education Board, and the Commission on Colleges of the Southern Association of Colleges and Schools utilize, in part, program breadth and level to differentiate institutions. The typologies developed by these entities appear as Appendix B.

To establish preparation expectations, to facilitate access for success, and to allow for the most efficient use of the state's and the student's resources, the Board of Regents has established an Admissions Criteria Framework. This framework assumes that the state's specialized institutions will maintain admissions criteria consistent with professional and instructional expectations. It includes three categories of selective criteria for baccalaureate degree-granting institutions and a category of open admissions for community colleges and the Louisiana Technical College.

Undergraduate admission at each four-year institution shall require, at a minimum, the completion of the Regents' high school core curriculum (currently identified as the TOPS curriculum). In addition, high school grades, high school class rank, and standardized test scores will be used to determine eligibility for admission. Institutions will complete the process of implementing admissions criteria by Fall 2005. Grambling State University (GSU) and Southern University at New Orleans (SUNO) will remain as open admissions

institutions through Fall 2005 in accordance with the current desegregation Settlement Agreement. A transition plan to facilitate adoption of Selective III admissions criteria no later than Fall 2010 for GSU and SUNO is to be developed by each institution and its management board for submission to the Board of Regents.

The Board of Regents Admissions Criteria Framework is designed to identify general admissions policies for the state's public postsecondary education institutions for the purpose of clearly establishing and differentiating program expectations. Implementing specific admissions policies is the responsibility of the administration and faculty of the institution with concurrence of the respective Board of Supervisors. The criteria for each of the admissions categories appear below. Assignment of the minimal institutional admissions criteria is denoted in each institution's role, scope, and mission statement.

In compliance with the Settlement Agreement entered into by the State of Louisiana and the "four boards currently governing public postsecondary education in Louisiana" with the United States District Court on November 4, 1994, each institution "shall have 15 percent of its entering class set aside as admissions exceptions." Prior to full implementation of the admissions criteria by Fall 2005, the Board of Regents will continue to work in close cooperation with the Board of Elementary and Secondary Education and the Department of Education to ensure that all high school students understand the admissions criteria at the various institutions and have every opportunity to meet those criteria by the time of their high school graduation.

ADMISSIONS CRITERIA FRAMEWORK

The following Admissions Criteria Framework was developed by the Board of Regents to maximize the probability of student success by linking the expectations of institutions to the aspirations and level of preparedness of entering students. Implemention of specific admissions policies, however, is the responsibility of the administration and faculty of the institution with concurrence of the respective Board of Supervisors..

Specific admissions policies must be consistent with the educational purposes of the institution and must include quantitative and qualitative requirements that identify stu-

dents who demonstrate potential for success at the institution. The admissions criteria presented below represent a base. Administration and faculty, in conjunction with their respective management boards, are encouraged to assess whether it is appropriate to exceed these base criteria to execute the institution's role, scope, and mission.

Selective I

Completion of the Regents' high school core curriculum (currently TOPS core curriculum) combined with one of the following requirements:

High school grade point average (GPA) equal to or greater than 3.0,

or

An ACT composite score equal to or greater than 25 (SAT 1140),

or

A certain rank in the high school graduating class (to be determined).

Students with less than a 2.0 GPA will not be admitted. Students requiring any developmental (remedial) courses will not be eligible for immediate admission. Each institution shall have 15 percent of its entering class set aside for admissions exceptions in compliance with the desegregation Settlement Agreement.

Selective II

Completion of the Regents' high school core curriculum (currently TOPS core curriculum) combined with one of the following requirements:

High school grade point average (GPA) equal to or greater than 2.5,

or

An ACT composite score equal to or greater than 23 (SAT 1070),

or

A certain rank in the high school graduating class (to be determined).

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Students with less than a 2.0 GPA will not be admitted. Students requiring more than one developmental (remedial) course will not be eligible for immediate admission. Each institution shall have 15 percent of its entering class set aside for admissions exceptions in compliance with the desegregation Settlement Agreement.

Selective III

Completion of the Regents' high school core curriculum (currently TOPS core curriculum) combined with one of the following requirements:

High school grade point average (GPA) equal to or greater than 2.0,

or

An ACT composite score equal to or greater than 20 (SAT 950),

or

A certain rank in the high school graduating class (to be determined).

Students requiring more than one developmental (remedial) course will not be eligible for immediate admission. Each institution shall have 15 percent of its entering class set aside for admissions exceptions in compliance with the desegregation Settlement Agreement.

Open Admissions

A diploma from a BESE approved high school;

or

A GED or its equivalent;

or

An appropriate score on an Ability to Benefit test.

ROLE, SCOPE, AND MISSION STATEMENTS

> The values of intellectual autonomy, institutional diversity, and social responsibility are deeply embedded in the fabric of American higher education. The governing boards of public and private tax-exempt institutions of postsecondary education historically have perpetuated these values as buffers and bridges between the academy and society. Boards are not merely advocates for the institutions they serve; they also are guardians of the public trust, responsible for ensuring that institutions serve the larger society . . ..
>
> Public and independent nonprofit colleges and universities are unique among social institutions in that their missions require them to work to benefit the whole of society through teaching, research and service. Other institutions–churches, volunteer groups, some for-profit institutions, for example–do provide similar functions, but only colleges and universities combine all these functions. In so doing, they constitute a precious reservoir in the form of expertise and cultural memory that simultaneously serves the past, the present and the future. Citizen self-governance is designed to maintain this complex mission and public trust.
>
> From "Governing in the Public Trust: External Influences on Colleges and Universities." Association of Governing Boards of Universities and Colleges Draft Statement, January 2001.

In Louisiana, public postsecondary education operates under the concept of "shared governance." Since the passage of restructuring legislation in 1997, the Board of Regents has evolved from primarily a regulatory agency to the leadership entity for postsecondary education in Louisiana. Delineation of specific responsibilities assigned to the Regents is provided below, followed by role, scope, and mission statements for each of the system boards and the institutions for which they have oversight. These statements have been developed with the institutions and their management boards and should be adhered to until the Regents' scheduled review of the Master Plan in 2006. Any significant shift from

the defined role, scope, and mission of an institution will be strongly discouraged and allowed only under the most exceptional circumstances.

Louisiana Board of Regents

The Louisiana Board of Regents is constitutionally charged to plan, coordinate, and exercise budgetary responsibility for all public postsecondary education in Louisiana. It serves as the representative of public postsecondary education and is responsible for providing advice and recommendations concerning postsecondary education to the governor and the legislature.

The Board of Regents has the following responsibilities:

- Formulate and make timely revision of a Master Plan for postsecondary education. The plan shall include a formula for equitable distribution of funds to postsecondary institutions. In cooperation with each management board and with the chancellor and the president of each public postsecondary institution, the Board will establish a mission for each public university system and for every institution within each system. It will recommend to the legislature or governor any action necessary to support the development of each system and institution as provided in its mission statement.

- Study the need for and the feasibility of creating new institutions as well as establishing branches, changing the status of institutions, establishing new management boards, and transferring institutions from one board to another. Results from such studies will be reported to the legislature, which is the body authorized by the constitution to adopt any changes.

- Establish geographic regions of the state in order to maximize the use of the instructional and physical resources of public postsecondary educational institutions and regionally-accredited independent postsecondary educational institutions in providing broad citizen access to the education and training services provided by such institutions.

- Approve, disapprove, or modify degree programs, departments of instruction, divisions, or similar subdivisions of all public postsecondary education institutions.

- Submit recommendations to the governor and the legislature for operating budget and for capital construction of and improvements to all institutions of public postsecondary education in the state.

- Adopt appropriate measures, definitions, and program guidelines to implement an accountability process for public institutions of postsecondary education; to identify institutional and system-wide performance standards and performance goals; to develop appropriate reporting procedures and formats for use by the institutions in reporting data; to develop a process for allocating funds in an objective and measurable manner designed to ensure that adequate resources will be available for maximizing educational programs and opportunities consistent with each institution's role, scope, and mission; and to provide incentive and reward for excellence in institutional performance.

- Administer the Louisiana Universities Marine Consortium (LUMCON).

- Other duties as provided by law.

University and College Systems

Louisiana Community and Technical College System

The Louisiana Community and Technical College System (LCTCS) is composed of the institutions under the supervision and management of the Board of Supervisors of Community and Technical Colleges: Baton Rouge Community College, Bossier Parish Community College, Delgado Community College, Elaine P. Nunez Community College, Louisiana Delta Community College, River Parishes Community College, South Louisiana Community College, and the campuses of the Louisiana Technical College.

The Board of Supervisors of the LCTCS shall exercise power as necessary to supervise

and manage the institutions of postsecondary education under its control, including receiving and expending all funds appropriated for the use of the board and the institutions under its jurisdiction in accordance with the *Master Plan*; setting tuition and attendance fees for both residents and nonresidents; purchasing or leasing land and purchasing or constructing buildings subject to approval of the Regents; purchasing equipment; maintaining and improving facilities; employing and fixing salaries of personnel; reviewing and approving curricula and programs of study subject to approval of the Regents for associate degree programs; awarding certificates, conferring degrees, and issuing diplomas; adopting rules and regulations; and performing such other functions as are necessary to the supervision and management of the system. It shall be empowered to contract with other management boards for services of institutions managed by those boards.

The LCTCS Strategic Plan includes as the definition of comprehensive community and technical college services the following seven mission elements, which are to be provided to citizens by institutions managed by the LCTCS Board (or via contracts with institutions managed by other boards) in each of the state's eight regional labor market areas, subject to available resources. The LCTCS Board is engaged in a continual process of assigning each of these mission elements to specific campuses of its institutions (or to other institutions managed by other Boards via contracts).

1. Economic Development
2. Workforce Development
3. Basic Skills and Literacy Development
4. General Educational Development
5. Career Skills Development
6. University-Level, Lower Division Educational Development
7. Secondary School Vocational-Technical Educational Development

The Board of Supervisors of the LCTCS shall be integrally involved in implementing and executing actions necessary to achieve the goals and objectives of the *Master Plan*, including the responsibility to:

(1) Work cooperatively with the Board of Regents to assign specific responsibilities to the institutions for their respective roles in achieving each objective.

(2) Ensure that each institution within its system actively participates and cooperates in fulfilling the charge of the Regional Coordinating Council(s) to which it is assigned.

(3) Establish priorities within its system for program need and resource allocation.

(4) Ensure that the institutions and units within its system comply with all policies and directives of the Board of Regents, including all provisions of the *Master Plan*; policies on program approval and associated conditions; policies on financial matters, including those that pertain to administrative salaries, faculty pay guidelines, and other budgetary conditions; and policies regarding physical facilities and related matters.

Louisiana State University System

The Louisiana State University System is composed of the institutions and units under the supervision and management of the Board of Supervisors of Louisiana State University and Agricultural and Mechanical College: Louisiana State University and Agricultural and Mechanical College, Louisiana State University Agricultural Center, Louisiana State University at Alexandria, Louisiana State University at Eunice, Louisiana State University Health Sciences Center, Louisiana State University Paul M. Hebert Law Center, Louisiana State University in Shreveport, University of New Orleans, and Pennington Biomedical Research Center.

The LSU Board of Supervisors shall exercise power as necessary to supervise and manage the institutions of postsecondary education under its control, including receiving and expending all funds appropriated for the use of the board and the institutions under its jurisdiction in accordance with the *Master Plan*; setting tuition and attendance fees for

both residents and nonresidents; purchasing or leasing land and purchasing or constructing buildings subject to approval of the Regents; purchasing equipment; maintaining and improving facilities; employing and fixing salaries of personnel; reviewing and approving curricula and programs of study subject to approval of the Regents; awarding certificates, conferring degrees, and issuing diplomas; adopting rules and regulations; and performing such other functions as are necessary to the supervision and management of the system.

The LSU Board of Supervisors shall be integrally involved in implementing and executing actions necessary to achieve the goals and objectives of the *Master Plan*, including the responsibility to:

(1) Work cooperatively with the Board of Regents to assign specific responsibilities to institutions for their respective roles in achieving each objective.

(2) Ensure that each institution within its system actively participates and cooperates in fulfilling the charge of the Regional Coordinating Council(s) to which it is assigned.

(3) Establish priorities within its system for program need and resource allocation.

(4) Ensure that the institutions and units within its system comply with all policies and directives of the Board of Regents, including all provisions of the *Master Plan*; policies on program approval and associated conditions; policies on financial matters, including those that pertain to administrative salaries, faculty pay guidelines, and other budgetary conditions; and policies regarding physical facilities and related matters.

Southern University System

The Southern University System is composed of the institutions and units under the

supervision and management of the Board of Supervisors of Southern University and Agricultural and Mechanical College: Southern University and Agricultural and Mechanical College, Southern University at New Orleans, Southern University at Shreveport, Southern University Agricultural Research and Extension Center, and Southern University Law Center.

The Southern University Board of Supervisors shall exercise power as necessary to supervise and manage the institutions of postsecondary education under its control, including receiving and expending all funds appropriated for the use of the board and the institutions under its jurisdiction in accordance with the *Master Plan*; setting tuition and attendance fees for both residents and nonresidents; purchasing or leasing land and purchasing or constructing buildings subject to approval of the Regents; purchasing equipment; maintaining and improving facilities; employing and fixing salaries of personnel; reviewing and approving curricula and programs of study subject to approval of the Regents; awarding certificates, conferring degrees, and issuing diplomas; adopting rules and regulations; and performing such other functions as are necessary to the supervision and management of the system.

The Southern University Board of Supervisors shall be integrally involved in implementing and executing actions necessary to achieve the goals and objectives of the *Master Plan*, including the responsibility to:

(1) Work cooperatively with the Board of Regents to assign specific responsibilities to institutions for their respective roles in achieving each objective.

(2) Ensure that each institution within its system actively participates and cooperates in fulfilling the charge of the Regional Coordinating Council(s) to which it is assigned.

(3) Establish priorities within its system for program need and resource allocation.

(4) Ensure that the institutions and units within its system comply with all policies and directives of the Board of Regents, including all provisions of the *Master Plan*; policies on program approval and associated conditions; policies on financial matters, including those that pertain to administrative salaries, faculty pay guidelines, and other budgetary conditions; and policies regarding physical facilities and related matters.

University of Louisiana System

The University of Louisiana System is composed of the institutions under the supervision and management of the Board of Supervisors for the University of Louisiana System: Grambling State University, Louisiana Tech University, McNeese State University, Nicholls State University, Northwestern State University of Louisiana, Southeastern Louisiana University, the University of Louisiana at Lafayette, and the University of Louisiana at Monroe.

The Board of Supervisors for the University of Louisiana System shall exercise power as necessary to supervise and manage the institutions of postsecondary education under its control, including receiving and expending all funds appropriated for the use of the board and the institutions under its jurisdiction in accordance with the *Master Plan*; setting tuition and attendance fees for both residents and nonresidents; purchasing or leasing land and purchasing or constructing buildings subject to approval of the Regents; purchasing equipment; maintaining and improving facilities; employing and fixing salaries of personnel; reviewing and approving curricula and programs of study subject to approval of the Regents; awarding certificates, conferring degrees, and issuing diplomas; adopting rules and regulations; and performing such other functions as are necessary to the supervision and management of the system.

The Board of Supervisors for the University of Louisiana System shall be integrally involved in implementing and executing actions necessary to achieve the goals and objectives of the *Master Plan*, including the responsibility to:

(1) Work cooperatively with the Board of Regents to assign specific responsibilities to institutions for their respective roles in achieving each objective.

(2) Ensure that each institution within its system actively participates and cooperates in fulfilling the charge of the Regional Coordinating Council(s) to which it is assigned.

(3) Establish priorities within its system for program need and resource allocation.

(4) Ensure that the institutions and units within its system comply with all policies and directives of the Board of Regents, including all provisions of the *Master Plan*; policies on program approval and associated conditions; policies on financial matters, including those that pertain to administrative salaries, faculty pay guidelines, and other budgetary conditions; and policies regarding physical facilities and related matters.

Professional Schools, Specialized Institutions, and Units

Louisiana State University Agricultural Center

A statewide campus of postsecondary education, the Louisiana State University Agricultural Center (LSU AgCenter) conducts research and outreach programs in every parish of Louisiana. These programs are grounded in the basic tenets of the legislative acts that gave rise to the modern agricultural research and extension component of today's land-grant university. The purposes of this component are to promote scientific investigations and experiments that bear on and contribute to the establishment of a permanent and effective agricultural industry, and to aid in diffusing among the people of the United States useful information and encourage its practical application.

The mission of the LSU AgCenter reflects the changing needs of society through a diversity of solution-focused programs while it continues to meet the needs of its original man-

date to provide research and extension programs to support agriculture. The LSU AgCenter seeks to enhance the quality of life for people through research and educational programs that develop the best use of natural resources, that conserve and protect the environment, that enhance the development of agricultural and related enterprises, that develop human and community resources, and that fulfill the acts of authorization and the mandates of state and federal legislative bodies.

It is the overall role of the LSU AgCenter to contribute to the more efficient and intelligent use of the vast human and natural resources of the state by accomplishing the following goals: strengthening the productivity and profitability of Louisiana farms; facilitating the wise use of natural resources and protection of the environment; developing new agricultural crops and value-added products; building leaders and good citizens through 4-H youth development; strengthening families and communities; and implementing nutrition, diet, food safety, and health programs for better living.

Louisiana State University Health Sciences Center

The Louisiana State University Health Sciences Center (LSUHSC) provides education, research, patient care services, and community outreach. LSUHSC encompasses six professional schools: the School of Medicine in New Orleans, the School of Medicine in Shreveport, the School of Graduate Studies in New Orleans and Shreveport, the School of Nursing, the School of Dentistry, and the School of Allied Health Professions in New Orleans and Shreveport.

The LSU Health Sciences Center educates health care professionals and scientists at all levels. Its primary responsibility is to advance and disseminate knowledge in medicine, dentistry, nursing, allied health, public health, and basic sciences. Statewide programs of clinical and basic health science research are developed and expanded by the Health Sciences Center. This research results in publications, technology transfer, and related economic enhancements to meet the changing needs of Louisiana and the nation.

The LSU Health Sciences Center provides vital public service through direct patient care, including care of indigent patients. Health care services are provided through the LSU

Clinics in New Orleans, the LSU Hospital and Clinics in Shreveport, Dental Clinics and Nursing Clinics in New Orleans, the Allied Health Professions Clinics in New Orleans and Shreveport, and numerous affiliated hospitals and clinics throughout Louisiana. The Health Sciences Center also provides coordination and referral services, continuing education, and public information.

The LSU Health Sciences Center administers the Health Care Services Division of the LSU System. The Division has a dual mission: to ensure the availability of acute and primary health care services to the uninsured, to the under-insured, and to others with problems of access to medical care; and to serve as principal sites for the clinical education of future doctors and other health care professionals. The Division is responsible for the operation of nine public hospitals located throughout the state.

Louisiana State University Paul M. Hebert Law Center

The mission of the Louisiana State University Paul M. Hebert Law Center is to advance the welfare of the State of Louisiana through professional formation of its students, curatorship of the State's unique Civil and Common Law legal system, exemplary scholarship, and public service. The Law Center's obligation to its students is to outfit them with the knowledge, skills, and ethical values they will require to advance the welfare of Louisiana and the nation as lawyers, public officials, and professionals in other law-related fields. The institution's obligation to the Civil Law and to Louisiana's Bench and Bar is to advance the quality of the state's legal and regulatory systems not only through its general educational program, but also through the work of its Centers and its affiliated programs with the Louisiana Law Institute and the Louisiana Judicial College. Its scholarly mission encompasses the evaluation and clarification of traditional and emerging legal fields as they affect Louisiana, the nation, and the world. Its public service mission comprehends the foregoing service to the Bench and Bar as well as service to Louisiana state and federal officials in the formulation of public policy in such diverse areas as law and medicine, intellectual property and technology transfer, and foreign trade.

Louisiana Universities Marine Consortium

The mission of Louisiana Universities Marine Consortium (LUMCON) is twofold: to conduct research and education programs relevant to Louisiana's needs in marine science and to serve as a resource facility for all Louisiana schools with interests in marine research and education. Thus, LUMCON fosters understanding of the economic and cultural value of Louisiana's coastal and marine environments.

LUMCON's courses are designed to immerse students in field experiences that cannot be provided by more traditional courses on a typical college campus. LUMCON's course offerings enhance and strengthen educational opportunities by providing direct, first-hand experiences in the marine sciences. Its programs include summer courses, field trips, internships, and research experiences. Its PK-12 and public outreach programs also offer a variety of direct experiences. LUMCON has major research programs in Coastal Marine Science in areas such as aquaculture, chemical ecology, hypoxia, trace metal biochemistry, fisheries production, and river-ocean interactions. These programs range from basic to applied science and attract significant federal funding.

LUMCON leads the region in developing marine science and links its advances to Louisiana citizens through educational programs at state colleges and universities and through PK-12 and public outreach programs.

Pennington Biomedical Research Center

The Pennington Biomedical Research Center focuses on health and disease influenced by nutritional status. The Center is dedicated to promoting healthier lives through research and education in the areas of nutrition and preventive medicine. It has basic discovery programs, as well as validation and developmental programs that are based on model organisms, human studies, and clinical trials. The main contribution of the Center to postsecondary education is in the highly specialized training of postdoctoral fellows. The Center has four research priorities that are embodied in research divisions: functional foods, obesity, health and performance enhancement, and nutrition and chronic diseases.

The Pennington Center is committed to increasing its activity in intellectual property disclosures and licensing agreements with the goal of becoming a major force in the development of technology-based companies. It is also involved in a variety of education initiatives whose purpose is the dissemination of knowledge to improve the health and quality of life of the citizens of Louisiana and the nation.

Southern University Agricultural Research and Extension Center

The mission of the Southern University Agricultural Research and Extension Center, in its land-grant role, is to conduct statewide basic and applied research and to disseminate information to the citizens of Louisiana in a manner that is useful in addressing their scientific, technological, social, economic, and cultural needs. The Center advances the state of knowledge through its research program. Through its extension program, it disseminates relevant information that addresses the scientific, technological, social, economic, and cultural needs of all citizens, emphasizing particularly the needs of those who are socially, economically, or educationally disadvantaged. Cooperation with federal agencies and other state and local agencies, in accordance with various acts of Congress, ensures that the overall needs of citizens of Louisiana are met by the effective and efficient use of the resources provided to the Center through state and federal appropriations.

Southern University Law Center

The Southern University Law Center offers legal training to a diverse group of students in pursuit of the Juris Doctor degree. The Law Center seeks to maintain its historical mission to provide legal education opportunities to underrepresented racial, ethnic, and economic groups; to advance society with competent, ethical individuals who are professionally equipped for positions of responsibility and leadership; to provide comprehensive knowledge of the Civil Law in Louisiana; and to promote legal service in underprivileged urban and rural communities.

Four-year Institutions

Grambling State University

Grambling State University (GSU) primarily serves the educational and cultural needs of North Louisiana. However, GSU's rich history of educating African Americans and its tradition as an open admissions institution attracts students from throughout the state and the nation. The university offers a broad array of academic and professional programs from the associate level through the doctoral degree, including the nation's only doctoral program in Developmental Education. GSU provides opportunities for students to develop intellectually, to acquire appropriate job skills, and to achieve self-actualization through instruction, research, public service, and special programs that seek to meet the needs of all students, including those who have been adversely affected by educational, social, and economic deprivation.

Dedicated to raising the standard of living and enhancing the quality of life through economic development, entrepreneurial activities, and lifelong learning, GSU renders service to the community and to the citizens of the region. The institution provides opportunities for students to utilize information technologies to prepare themselves for participation in a global society.

Grambling is categorized as an SREB Four-Year 4 institution, as a Carnegie Master's College and University I, and as a COC/SACS Level V institution. Grambling will offer a wide range of baccalaureate programs and will be committed to graduate education through the master's degree, offering graduate programs to meet regional or state needs. In accordance with the desegregation Settlement Agreement, Grambling will retain its Open Admissions status through Fall 2005. A transition plan to facilitate adoption of a minimum of Selective III admissions criteria by no later than Fall 2010 will be developed by the Board of Supervisors for the University of Louisiana System. Upon implementation of Selective III admissions, Grambling will limit associate degree offerings to 2+2 programs and will conduct research appropriate to academic programs offered and necessary for program accreditation. Grambling is located in Region VII.

Louisiana State University and Agricultural & Mechanical College

The mission of Louisiana State University and Agricultural & Mechanical College (LSU A&M) is to advance, preserve, disseminate, and apply knowledge, and to cultivate the arts for the benefit of the people of the state, the nation, and the global community. Its teaching, research, and service programs span the arts and humanities, the social sciences and the sciences, and include professional education in a wide range of areas. It maintains the state's only School of Veterinary Medicine. LSU A&M is the premier research institution of postsecondary education in Louisiana. In its role as a land-grant college, LSU A&M has a legal mandate and responsibility for statewide service and enjoys national and international recognition and appeal.

LSU A&M will maintain academic preeminence as the premier research university of Louisiana. It will continue to provide leadership in postsecondary education in Louisiana, emulating and seeking to surpass in achievement the nation's leading public research universities. It shall maintain the most rigorous undergraduate admissions requirements in Louisiana's public system of postsecondary education and will maintain commensurate academic excellence, primarily to help retain the state's best and brightest and to build Louisiana's capacity for academic distinction at the highest levels. The majority of the enrollment at LSU A&M will be upper division undergraduate students and graduate students. The university will offer a wide array of doctoral programs sustained by active faculty and students engaged in research, discovery, and creative activity. LSU A&M will have a broad range of research programs with extensive grant and contract activities. It shall maintain the Middleton Library as the state's premier public university research library.

LSU A&M is categorized as the state's sole SREB Four-Year 1 institution, as Louisiana's only Carnegie Doctoral/Research Extensive University, and as a COC/SACS Level VI institution. LSU A&M will not offer associate degree programs. At a minimum, the university will implement Selective I admissions criteria. LSU A&M is located in Region II.

Louisiana State University in Shreveport

Louisiana State University in Shreveport (LSUS) is a regional university primarily serving the educational and cultural needs of the Shreveport/Bossier metropolitan area and the Ark-La-Tex region. The university provides a stimulating and supportive learning environment in which students, faculty, and staff participate freely in the acquisition, advancement, and dissemination of knowledge. LSUS produces graduates who possess the intellectual resources and the professional and personal skills that enable them to be effective and productive members of an ever-changing global community.

LSUS will meet the social, cultural, technological, and economic development needs of the region by expanding its relationships with business, industry, governmental, educational, and community organizations. Continuing education and public service activities will serve the region and raise the level of education as well as the quality of life for its citizens.

LSUS is categorized as an SREB Four-Year 5 institution, as a Carnegie Master's College and University I, and as a COC/SACS Level IV institution. The university will offer a wide range of baccalaureate programs and will be committed to graduate education through the master's degree, offering graduate programs to meet regional or state needs. LSUS will limit associate degree offerings to 2+2 programs, conduct research appropriate to academic programs offered and necessary for program accreditation, and implement, at a minimum, Selective III admissions criteria. LSUS is located in Region VII.

Louisiana Tech University

Louisiana Tech University recognizes its threefold obligations: to advance the state of knowledge, to disseminate knowledge, and to provide strong outreach and service programs and activities. To fulfill its obligation to advance the state of knowledge, the university will maintain a strong research and creative environment. It will fulfill its obligation to disseminate knowledge by maintaining an intellectual environment that encourages the development and application of that knowledge. Recognizing that service is an important function of every university, Louisiana Tech will continue to provide outreach programs and activities to meet the needs of the region and the state.

Graduate study and research are integral to the university's purpose. Doctoral programs will continue to focus on fields of study in which Louisiana Tech has the ability to achieve national competitiveness or to respond to specific state or regional needs.

Louisiana Tech is categorized as an SREB Four-Year 3 institution, as a Carnegie Doctoral/Research University–Intensive, and as a COC/SACS Level V institution. Louisiana Tech is committed to graduate education through the doctorate. It will conduct research appropriate to the level of academic programs offered and will have a defined ratio of undergraduate to graduate enrollment. Louisiana Tech will not offer associate degree programs. At a minimum, the university will implement Selective II admissions criteria. Louisiana Tech is located in Region VII.

McNeese State University

McNeese State University primarily serves the educational and cultural needs of the citizens of the southwest region of Louisiana. It continues to affect favorably the economic growth and development of the oil, gas, petrochemical, and related industries that operate in the region. The institution seeks to raise the level of education and productivity as well as the quality of life for the citizens of Louisiana.

McNeese allocates resources and functions according to principles and values that promote accountability for academic integrity, for excellence in teaching, for the generation of scholarly and creative activity, and for cultural awareness and development. The university emphasizes teaching excellence in baccalaureate degree programs. It also offers selected graduate degree programs. Instructional delivery via distance learning technology is used to provide access to a broader population. McNeese seeks partnerships and collaborative arrangements with community entities and other postsecondary institutions in preparing students to become contributing members of society and to best serve the interests and needs of Southwest Louisiana.

McNeese is categorized as an SREB Four-Year 4 institution, as a Carnegie Master's College and University I, and as a COC/SACS Level IV institution. It will offer a wide range of baccalaureate programs and will be committed to graduate education through the mas-

ter's degree, offering graduate programs to meet regional or state needs. The university will limit associate degree offerings to 2+2 programs, conduct research appropriate to academic programs offered and necessary for program accreditation, and implement, at a minimum, Selective III admissions criteria. McNeese is located in Region V.

Nicholls State University

Nicholls State University is a comprehensive, regional university serving South Central Louisiana. For more than half a century, Nicholls has been the leader in postsecondary education in this region rich in cultural and natural resources. The university's strong general education tradition prepares its students to exercise leadership in a global society and provides them with a vision for the future. While maintaining major partnerships with businesses, local school systems, community agencies, and other educational institutions, Nicholls actively participates in the educational, social, and cultural infrastructure of the region.

Its location along the banks of Bayou Lafourche, in the heart of one of the nation's major estuaries, provides valuable opportunities for instruction and research. Nicholls contributes in many significant ways to the economic development of the region, maintaining a vital commitment to the well-being of the people of the region through programs that have strong ties to a nationally recognized health care industry in the Thibodaux-Houma metropolitan area.

Nicholls is categorized as an SREB Four-Year 5 institution, as a Carnegie Master's College and University I, and as a COC/SACS Level IV institution. It will offer a wide range of baccalaureate programs and will be committed to graduate education through the master's degree, offering graduate programs to meet regional or state needs. The university will limit associate degree offerings to 2+2 programs, conduct research appropriate to academic programs offered and necessary for program accreditation, and implement, at a minimum, Selective III admissions criteria. Nicholls is located in Region III.

Northwestern State University of Louisiana

Northwestern State University is located in a rural area of the state between the population centers of Alexandria and Shreveport and serves a wide geographic area between the borders of Texas and Mississippi. The university serves the educational and cultural needs of citizens in this region of the state through traditional and electronic delivery of courses and degrees. Distance education continues to become an increasingly integral part of Northwestern's role in delivering degree programs throughout Louisiana and other parts of the nation. Flexibility to serve the educational needs and demands of students, state government, and private enterprise is a primary mission of the university through traditional and electronically-delivered programs.

Northwestern's commitment to undergraduate and graduate education enables it to affect the economic development of the region favorably and to improve the quality of life for its citizens. Public service activities help meet the needs of the region's residents and improve their quality of life. The university's Leesville campus, in close proximity to the United States Army Base, Ft. Polk, offers a prime opportunity for the university to provide educational experiences to military personnel stationed at Ft. Polk, and, through electronic delivery of programs, to armed forces throughout the world. Northwestern is also home to the Louisiana Scholars College, the state's selective admissions college for the liberal arts.

Northwestern is categorized as an SREB Four-Year 4 institution, as a Carnegie Master's College and University I, and as a COC/SACS Level V institution. It will offer a wide range of baccalaureate programs and will be committed to graduate education through the master's degree, offering graduate programs to meet regional or state needs. The university will limit associate degree offerings to 2+2 programs, conduct research appropriate to academic programs offered and necessary for program accreditation, and implement, at a minimum, Selective III admissions criteria. Northwestern is located in Region VII, but also serves Region VI for baccalaureate and graduate education.*

*Note: During the 2001 Legislative session, LSUA (located in Region VI) was authorized to offer baccalaureate degrees. Therefore, Northwestern's role, scope, and mission statement may be revised.

Southeastern Louisiana University

The mission of Southeastern Louisiana University is to lead the educational, economic, and cultural development of the southeast region of the state known as the Northshore. The university's educational programs are based on vital and evolving curricula that address emerging regional, national, and international priorities. Southeastern provides credit and non-credit educational experiences that emphasize challenging, relevant course content and innovative, effective delivery systems. Global perspectives are cultivated through programs that offer the opportunity to work and study abroad. Together, Southeastern and the community provide a broad array of cultural activities that complete the total educational experience.

The university promotes student success and retention as well as intellectual and personal growth through a variety of academic, social, vocational, and wellness programs. Southeastern embraces active partnerships that benefit faculty, students, and the region it serves. Collaborative efforts are varied and dynamic; range from local to global; and encompass education, business, industry, and the public sector. Of particular importance are partnerships that directly or indirectly contribute to economic renewal and diversification.

Southeastern is categorized as an SREB Four-Year 4 institution, as a Carnegie Master's College and University I, and as a COC/SACS Level IV institution. It will offer a wide range of baccalaureate programs and will be committed to graduate education through the master's degree, offering graduate programs to meet regional or state needs. The university will limit associate degree offerings to 2+2 programs, conduct research appropriate to academic programs offered and necessary for program accreditation, and implement, at a minimum, Selective III admissions criteria. Southeastern is located in Region II.

Southern University and Agricultural & Mechanical College

Southern University and Agricultural & Mechanical College (SU A&M) serves the educational needs of Louisiana's population through a variety of undergraduate and graduate level programs. In its role as a land-grant college, Southern University A&M has a legal

mandate for statewide service and enjoys national and international recognition and appeal. As an institution with a rich heritage of serving the educational needs of African Americans, the university attracts students from throughout the state and the nation. It offers a broad array of academic and professional programs from the associate level through the doctoral degree, including the state's only doctoral programs in Environmental Toxicology and Public Policy.

SU A&M prepares students to compete favorably in their chosen professions and to engage in advanced study in graduate and professional schools. The university ensures that its students are broadly educated through a liberal curriculum and that they are prepared for lifelong learning to meet the changing demands of society. It renders service to the community through both urban and rural programs and makes available educational, cultural, and developmental resources to enhance the quality of life for Louisiana citizens.

SU A&M is categorized as an SREB Four-Year 3 institution, as a Carnegie Master's College and University I, and as a COC/SACS Level V institution. Under the desegregation Settlement Agreement, the State has committed resources to expedite SU A&M's move to a SREB Four-Year 2 institution. To that end, the university is developing and implementing a minimum of four new doctoral programs, five new master's programs, and four new baccalaureate or associate programs as prescribed in the agreement. Southern University and A&M will offer a wide range of baccalaureate programs and will be committed to graduate education through the master's degree, offering graduate programs to meet regional or state needs. It will limit associate degree offerings to 2+2 programs, conduct research appropriate to academic programs offered and necessary for program accreditation, and will implement, at a minimum, Selective III admissions criteria. Southern University A&M is located in Region II.

Southern University at New Orleans

Southern University at New Orleans (SUNO) primarily serves the educational and cultural needs of the Greater New Orleans metropolitan area. SUNO creates and maintains an environment conducive to learning and growth, promotes the upward mobility of students

by preparing them to enter into new as well as traditional careers, and equips them to function optimally in the mainstream of American society.

The university provides a sound education tailored to special needs of students coming to an open admissions institution and prepares them for full participation in a complex and changing society. It offers a liberal education directed toward the achievement of higher literacy and broad intellectual development, which in turn serve as a foundation for training in one of the professions. SUNO provides instruction for working adults of the area who seek to continue their education in the evening or on weekends.

SUNO is categorized as an SREB Four-Year 5 institution, as a Carnegie Master's College and University I, and as a COC/SACS Level III institution. It will offer a wide range of baccalaureate programs and will be committed to graduate education through the master's degree, offering graduate programs to meet regional or state needs. In accordance with the desegregation Settlement Agreement, SUNO will retain its Open Admissions status through Fall 2005. A transition plan to facilitate adoption of a minimum of Selective III admissions criteria by no later than Fall 2010 will be developed by the Southern University Board of Supervisors. Upon implementation of Selective III admissions, the university will limit associate degree offerings to 2+2 programs and will conduct research appropriate to academic programs offered and necessary for program accreditation. SUNO is located in Region I.

University of Louisiana at Lafayette

The University of Louisiana at Lafayette (UL Lafayette) takes as its primary purpose the examination, transmission, preservation, and extension of mankind's intellectual traditions. The university provides intellectual leadership for the educational, cultural, and economic development of the region and state through its instructional, research, and service activities, which include programs that attain national and international recognition. Graduate study and research are integral to the university's purpose. Doctoral programs will continue to focus on fields of study in which UL Lafayette has the ability to achieve national competitiveness or to respond to specific state or regional needs.

UL Lafayette is committed to promoting social mobility and equality of opportunity. The university extends its resources to the diverse constituencies it serves through research centers, continuing education, public outreach programs, cultural activities, and access to campus facilities. Because of its location in the heart of South Louisiana, UL Lafayette will continue its leadership role in maintaining instruction and research programs that preserve Louisiana's history, including Francophone Studies and the rich Cajun and Creole cultures.

UL Lafayette is categorized as an SREB Four-Year 2 institution, as a Carnegie Doctoral/Research University–Intensive, and as a COC/SACS Level VI institution. It is committed to graduate education through the doctorate. It will conduct research appropriate to the level of academic programs offered and will have a defined ratio of undergraduate to graduate enrollment. It will not offer associate degree programs. At a minimum, the university will implement Selective II admissions criteria. UL Lafayette is located in Region IV.

The University of Louisiana at Monroe

The University of Louisiana at Monroe (UL Monroe) is committed to serving as a gateway to diverse academic studies for citizens living in the urban and rural regions of the Lower Mississippi Delta. The university offers a broad array of academic and professional programs from the associate level through the doctoral degree, including the state's only public Pharm D program. Complemented by research and service, these programs address the postsecondary educational needs of the area's citizens, businesses, and industries.

The university ensures student learning by promoting a comprehensive context for the intellectual, scientific, cultural, technological, and economic development of a diverse student and faculty population. UL Monroe values the continued development of mutually beneficial partnerships involving schools, government, businesses, and a variety of community-based agencies.

UL Monroe is categorized as an SREB Four-Year 3 institution, as a Carnegie Master's

College and University I, and as a COC/SACS Level VI institution. It will offer a wide range of baccalaureate programs and will be committed to graduate education through the master's degree, offering graduate programs to meet regional or state needs. The university will limit associate degree offerings to 2+2 programs, conduct research appropriate to academic programs offered and necessary for program accreditation, and implement, at a minimum, Selective III admissions criteria. UL Monroe is located in Region VIII.

University of New Orleans

The University of New Orleans (UNO), a major urban university, provides essential support for the further development of the educational, economic, cultural, and social well being of the culturally rich and diverse New Orleans metropolitan area. Located in an international city, the university serves as an important link between Louisiana and both the nation and the world. The university's partnership approach strategically serves the needs of the region and builds on its success through mutually beneficial engagements with public and private bodies whose missions and goals are consistent with and supportive of UNO's teaching, scholarly, and community service missions.

The university's technological and cultural partnerships connect the institution, its faculty, and its students to the community. Focused local partnerships with public schools, governments, foundations, businesses, and civic groups enrich opportunities for learning and creative discovery and enhance opportunities for career and community growth. Graduate study and research are integral to the university's purpose. Doctoral programs will continue to focus on fields of study in which UNO has the ability to achieve national competitiveness or to respond to specific state or regional needs.

UNO is categorized as an SREB Four-Year 2 institution, as a Carnegie Master's Doctoral/Research University–Intensive, and as a COC/SACS Level VI institution. It is committed to graduate education through the doctorate, will conduct research appropriate to the level of academic programs offered, and will have a defined ratio of undergraduate to graduate enrollment. The university will not offer associate degree programs. At a minimum, the university will implement Selective II admissions criteria. UNO is located in Region I.

Two-year Institutions

Baton Rouge Community College

Baton Rouge Community College (BRCC) is being developed as a comprehensive community college serving the Greater Baton Rouge metropolitan area. The mission of BRCC includes collegiate and career education through comprehensive curricula, which allows for entry into the workforce or for transfer to four-year colleges and universities; community education and workforce development programs and services; lifelong learning; and distance learning programs.

BRCC's programs prepare students to enter the job market, to enhance personal and professional growth, or to change occupations through training and retraining. Curricular offerings include courses and programs that lead to transfer credits, diplomas, certificates, and associate degrees. Because of its location in the capital city, BRCC is particularly suited to serve the special needs of area businesses, industries, and local, state, and federal government.

BRCC will be categorized as an SREB Two-Year 1 institution, as a Carnegie Associate's College, and as a COC-SACS Level I institution. It will provide both associate and certificate programs as well as comprehensive developmental education services. The college will offer no upper level undergraduate or graduate level courses and will maintain Open Admissions. BRCC is located in Region II.

Bossier Parish Community College

Bossier Parish Community College (BPCC) is a comprehensive community college serving the Shreveport/Bossier City metropolitan area. BPCC delivers instruction and service to its community through academic courses and programs, broad career and workforce training, continuing education, and numerous community services through flexible instructional delivery systems. The college provides an intellectually stimulating environment in which diverse students develop their academic and workforce skills to compete in a technological society.

To meet citizens' needs, BPCC offers associate degree programs, one- and two-year occupational certificate programs, and specialized career training. The college also offers training and retraining through technical programs, developmental programs that enable students to acquire basic skills, and opportunities to earn college credit for articulation to other institutions.

BPCC is categorized as an SREB Two-Year 1 institution, as a Carnegie Associate's College, and as a COC/SACS Level I institution. It will provide both associate and certificate programs as well as comprehensive developmental education services. The college will offer no upper level undergraduate or graduate level courses and will maintain Open Admissions. BPCC is located in Region VII.

Delgado Community College

Delgado Community College is a comprehensive, urban, community college serving the New Orleans metropolitan area. Dedicated to providing educational opportunities for all people, the college offers pre-baccalaureate programs as well as occupational and technical programs.

Delgado is committed to a comprehensive curriculum that integrates arts and sciences, career education, and technology. Specifically, the college offers the first two years of university-level general education courses for transfer credit toward the baccalaureate degree; associate degrees and certificates in career programs that prepare students for immediate employment; developmental basic literacy courses for students who need to strengthen their academic skills; customized courses or training to meet the needs of citizens, business, and industry to foster economic development through a trained workforce; continuing education to provide lifelong learning opportunities; and services to secondary students and out-of-school youth that prepare them for success in postsecondary education or in Louisiana's workforce.

Delgado is categorized as an SREB Two-Year 1 institution, as a Carnegie Associate's College, and as a COC/SACS Level I institution. It will provide both associate and certificate programs as well as comprehensive developmental education services. The college

will offer no upper level undergraduate or graduate level courses and will maintain Open Admissions. Delgado is located in Region I.

Elaine P. Nunez Community College

Elaine P. Nunez Community College is a comprehensive community college primarily serving St. Bernard, Orleans, and contiguous parishes. The college operates based on the premise that education of all people is necessary to bring together the diverse social, ethnic, political, and economic sectors of the region.

Curricula at Nunez focus on the development of the total person by offering a blend of occupational technologies with arts, sciences, and the humanities. In recognition of the diverse needs of the individual and the demands of society, Nunez provides a comprehensive educational program that helps students cultivate values and skills in critical thinking, self-expression, communication, decision-making, and problem solving while preparing them for productive, satisfying careers. The college also offers courses that transfer to senior institutions.

Nunez is categorized as an SREB Two-Year 1 institution, as a Carnegie Associate's College, and as a COC/SACS Level I institution. It will provide both associate and certificate programs as well as comprehensive developmental education services. The college will offer no upper level undergraduate or graduate level courses and will maintain Open Admissions. Nunez is located in Region I.

Louisiana Delta Community College

Louisiana Delta Community College (LDCC) has been authorized by the Louisiana legislature and is being developed as a comprehensive community college serving Northeast Louisiana and the Mississippi Delta region. It is anticipated that LDCC will offer collegiate and career education through comprehensive curricula, which will allow for entry into the workforce or for transfer to four-year colleges and universities. It will also offer community education and workforce development programs and services, lifelong learning, and distance learning programs through a multi-campus structure.

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LDCC will provide both associate and certificate programs as well as comprehensive developmental education services. It will be categorized as an SREB Two-Year 1 institution, as a Carnegie Associate's College, and as a COC-SACS Level I institution. The college will offer no upper level undergraduate or graduate level courses and will maintain Open Admissions. LDCC is located in Region VIII.

Louisiana State University at Alexandria*

Louisiana State University at Alexandria (LSUA) is a comprehensive community college primarily serving the Central Louisiana region. LSUA provides quality educational offerings and programs to area residents. LSUA also provides educational and cultural leadership, educational excellence, and resources necessary to help the community meet its cultural and recreational needs and to develop its economy.

LSUA addresses the needs of its community by providing transfer programs, career education degree programs, a wide range of student support services, lifelong learning, and professional development offerings. The college serves as a multi-purpose residence center of LSU A&M. Its students are given opportunities to acquire a complete educational experience, discover and develop their own special abilities, and equip themselves for a fulfilling life and responsible citizenship.

LSUA is categorized as an SREB Two-Year 1 institution, as a Carnegie Associate's College, and as a COC/SACS Level I institution. It will provide both associate and certificate programs as well as comprehensive developmental education services. The college will offer no upper level undergraduate or graduate level courses and will maintain Open Admissions. LSUA is located in Region VI.

* Note: During the 2001 Legislative Session, LSUA was authorized to offer baccalaureate degrees. Its role, scope, and mission statement will therefore be revised.

Louisiana State University at Eunice

Louisiana State University at Eunice (LSUE) is a comprehensive community college primarily serving portions of Acadiana and the southwest region of Louisiana. It provides

quality educational offerings and programs to residents of Southwest Louisiana. The college addresses the needs of its community by providing transfer programs and occupational education degree programs as well as enrichment and remediation services. LSUE serves as a multi-purpose residence center of LSU A&M. It is the statewide provider of undergraduate instruction in Fire Science outside of metropolitan New Orleans.

LSUE is categorized as an SREB Two-Year 1 institution, as a Carnegie Associate's College, and as a COC/SACS Level I institution. It will provide both associate and certificate programs as well as comprehensive developmental education services. The college will offer no upper level undergraduate or graduate level courses and will maintain Open Admissions. LSUE is located in Region IV.

Louisiana Technical College

The Louisiana Technical College (LTC) delivers instructional programs that prepare skilled employees for business and industry, which contributes to the overall economic development and workforce needs of the state. The college provides individuals with quality learning opportunities relevant to identified student, business, and industry needs within a lifelong learning environment.

The LTC has 42 campuses located throughout the state's eight regional labor market areas. It is categorized as an SREB Two-Year 2 institution and a Carnegie Associate's College. It will provide associate, certificate, and diploma programs as well as comprehensive developmental education services. The LTC will offer no upper level undergraduate or graduate level courses and will maintain Open Admissions.

River Parishes Community College

River Parishes Community College (RPCC) is being developed as a comprehensive community college primarily serving the river parishes' industrial corridor. To meet the needs of the area, the institution is an active partner with local communities, business, and industry. RPCC continues to develop comprehensive curricula that are responsive to the needs of its constituents.

RPCC will be categorized as an SREB Two-Year 1 institution, as a Carnegie Associate's College, and as a COC-SACS Level I institution. It will provide both associate and certificate programs as well as comprehensive developmental education services. The college will offer no upper level undergraduate or graduate level courses and will maintain Open Admissions. RPCC is located in Region II.

South Louisiana Community College

South Louisiana Community College (SLCC) is being developed as a comprehensive community college serving the educational needs of Acadiana. It offers multi-campus programs that lead to associate degrees, that prepare students for transfer to another institution, that provide necessary career education, and that enable students to acquire technical skills needed to participate in the workplace and the economy. The institution also contributes to the cultural enrichment, lifelong learning, and life skills for the area's citizens.

SLCC will be categorized as an SREB Two-Year 1 institution, as a Carnegie Associate's College, and as a COC-SACS Level I institution. It will provide both associate and certificate programs as well as comprehensive developmental education services. The college will offer no upper level undergraduate or graduate level courses and will maintain Open Admissions. SLCC is located in Region IV.

Southern University at Shreveport

Southern University at Shreveport, Louisiana (SUSLA), is a comprehensive community college primarily serving the Shreveport/Bossier City metropolitan area. It serves the educational needs of this population mainly through a select number of associate degree and certificate programs. These programs are designed for diverse groups with specific purposes: for students who plan to transfer to a four-year institution to pursue further academic training, for students wishing to enter the workforce, and for employees desiring additional training or retraining.

The institution works closely with high schools in its region by establishing dual enrollment opportunities designed to increase the upward mobility of area students. Public service

activities emphasize the needs of the region and help raise the level of education as well as the quality of life for citizens of the Shreveport/Bossier City area in particular, and the citizens of Northwest Louisiana in general.

SUSLA is categorized as an SREB Two-Year 1 institution, as a Carnegie Associate's College, and as a COC/SACS Level I institution. It will provide both associate and certificate programs as well as comprehensive developmental education services. SUSLA will offer no upper level undergraduate or graduate level courses and will maintain Open Admissions. SUSLA is located in Region VII.

ROLE OF LOUISIANA'S INDEPENDENT SECTOR OF HIGHER EDUCATION

Since 1825, the independent sector of postsecondary education has been a vital part of the cultural, educational, and economic development of Louisiana. Currently, there are ten regionally-accredited independent institutions holding membership in the Louisiana Association of Independent Colleges and Universities (LAICU): Centenary College, Dillard University, Louisiana College, Loyola University, New Orleans Baptist Theological Seminary, Our Lady of the Lake College, Our Lady of Holy Cross College, St. Joseph Seminary College, Tulane University, and Xavier University. These independent institutions continue to provide diversity and alternate pathways to postsecondary education that are an integral part of the development and maintenance of a balanced educational system for the state.

A healthy mix of public and independent institutions lies at the heart of America's high level of postsecondary education performance. Such diversity serves to enhance the nation's educational system's responsiveness to society's needs. It is no different in Louisiana. Like their public counterparts, the independent colleges and universities in this state contribute to educational diversity by providing more choice and access as well as compatibility, unique missions, academic freedom, and responsiveness. Louisiana's independent institutions range in mission and size from the more specialized four-year institution in health care fields, to the traditional four-year liberal arts college, to the major, nationally-recognized research institution.

As in most other states, church support or affiliation serves as a foundation for many of Louisiana's independent colleges and universities: Loyola University, Our Lady of Holy Cross College, Our Lady of the Lake College, St. Joseph Seminary College, and Xavier University have Roman Catholic origins. Of Baptist origins are Louisiana College, affiliated with both the Louisiana Baptist Convention and the Southern Baptist Convention, and New Orleans Baptist Theological Seminary, Southern Baptist Convention only. Centenary College is affiliated with the United Methodist Church, and Dillard University has an affiliation with both the United Methodist Church and the United Church of Christ. Dillard University and Xavier University are also designated as historically black colleges or universities (HBCU). Xavier University also has the distinction of being the only Black, Catholic college in the Western Hemisphere.

...[T]he independent colleges and universities in this state contribute to educational diversity by providing more choice and access as well as compatibility, unique missions, academic freedom, and responsiveness.

Louisiana's independent colleges and universities offer geographical diversity and provide access for the state's major population centers: seven of these institutions serve the greater New Orleans area; Centenary College in Shreveport serves Northwestern Louisiana; Louisiana College in Pineville (Alexandria) provides access and diversity to Central Louisiana; and Our Lady of the Lake College in Baton Rouge serves the capital city.

Louisiana's independent colleges and universities serve the state's public interest in their role as integral partners in Louisiana's system of postsecondary education. This public interest requires that the state focus its education policy goals on achieving the most efficient and equitable use of available resources. In order to meet this state obligation, the Louisiana legislature enacted in 1975 the aid to independent institutions' program, which appropriates money to these institutions based on the number of Louisiana residents enrolled full time in non-theological academic programs. State funding for independent colleges and institutions also extends to the constitutionally created Board of Regents Support Fund.

Independent postsecondary education in Louisiana is both a healthy addition to and a vital partner of the state's public colleges and universities as the state seeks to maintain, refine, and increase the educational opportunities available to its citizens.

REGIONAL COORDINATION

Act 151 of 1998 requires that the Board of Regents "[f]ormulate and establish geographic regions of the state in order to maximize the use of the instructional and physical resources of existing state postsecondary educational institutions....to provide broad citizen access to the education and training services by such institutions."

In past years, state agencies, planning groups, industry councils, and others have employed a variety of techniques to define Louisiana's development and planning regions. In response to the requirements of Act 151 and the current administration's request that all state agencies adopt a common set of regional configurations, the Board of Regents has adopted Louisiana's Regional Labor Market Areas, a map of which appears as Appendix C.

To address most effectively individualized regional needs, the Board of Regents is establishing a Regional Coordinating Council in each of the eight regions. The public postsecondary institutions located in each region will assume the primary responsibility for fulfilling the postsecondary educational needs of the area. The institutions represented on the Councils, by region, also appear in Appendix C. In some instances, institutions will also provide services in additional areas due to proximity, transportation corridors, or the specialized nature of an educational program. Campuses of LTC will provide the majority of workforce training. The community colleges will provide workforce training as well as postsecondary courses in preparation for further education. Four-year universities will deliver baccalaureate and graduate education, teacher training, and essential research. Louisiana's professional schools, specialized institutions, and units have unique missions in serving educational, research, and service needs for the entire state.

To address most effectively individualized regional needs, the Board of Regents is establishing a Regional Coordinating Council in each of the eight regions.

Each Regional Coordinating Council will be composed of, at a minimum, a representative from each postsecondary institution in the region and will be charged with the following:

- Strengthening cooperation between and among public postsecondary institutions in

the region regardless of management board affiliation through expansion of such initiatives as dual degree programs, faculty exchange, dual faculty appointments, and the sharing of special equipment.

- Working in close cooperation with local Workforce Investment Boards, economic development councils, and appropriate governmental agencies to ensure the delivery of training and services to meet the needs of area employers.

- Reviewing and making recommendations regarding the continued use of the Board of Regents' *Mandatory Guidelines for the Conduct of Off-Campus Activities*. Consideration should be given to more defined levels of instruction among the various institutions, adjusting assigned parishes, and developing appropriate procedures to follow when making exceptions to the *Guidelines*.

- Evaluating the potential uses of electronic learning to deliver services to the region.

- Reporting annually to the appropriate management boards and to the Board of Regents regarding activities to deliver expanded services more efficiently to the stakeholders in the region.

Chapter Three

CHAPTER THREE

FUNDING FORMULAE FOR LOUISIANA'S PUBLIC POSTSECONDARY INSTITUTIONS

The funding formulae for Louisiana's public postsecondary institutions have been adopted by the Board of Regents in accordance with Article VIII, Section 5(D)(4) of the Louisiana Constitution of 1974, which requires the Board of Regents to "formulate and make timely revision of a Master Plan for postsecondary education. As a minimum, the plan shall include a formula for equitable distribution of funds to the institutions of postsecondary education."

The Board of Regents established the Task Force on Formula Funding for Public Universities and Community Colleges in November 1998 to provide guidance in the revision and enhancement of the funding formulae for Louisiana's public institutions. The Task Force was comprised of representatives from the Board of Regents, the management boards, the system offices, and campuses. In October 1999 the Task Force finalized its recommendations and the Board of Regents adopted the proposed formula for community colleges and universities, including law programs. Subsequently, the Board adopted formulae for medicine, veterinary medicine, agriculture research and related public service programs, and the technical college, using the same general framework as that for the two-year and four-year institutions. The formula structure recommended by the Task Force, approved by the Board of Regents, and applied to postsecondary education institutions, consists of three major components: Core Funding, Quality/Campus Improvements and State Priorities, and Performance Incentive Initiatives.

The formula structure recommended by the Task Force....consists of three major components.

I. Core Funding

The Core Funding component represents a new, simplified funding approach designed to provide the basic operational needs for community colleges and four-year institutions by using separate funding formulae for the Louisiana Technical College, medicine, veterinary medicine, law, agriculture research and related public service programs, and eventually all other separately budgeted research programs. An important aspect of this component is the initial use of enrollment management strategies that will disconnect changes in enrollment from being immediately or completely recognized in the funding target calculation. With implementation of the *Master Plan*, such strategies are to be even further refined in an effort to provide greater incentives for four-year campuses to raise admissions standards consistent with their mission.

II. Quality/Campus Improvements and State Priorities

This new component is designed to make strategic investments in programs, including workforce and economic development programs.

III. Performance Incentive Initiatives

Performance incentive funding is designed to reward institutions for high performance and to provide incentives for institutional improvement.

PART I: PUBLIC COLLEGES AND UNIVERSITIES

I. Core Funding

In the development of the core funding component of the formula funding strategy, the following goals were emphasized:

1. Address equity concerns.
2. Develop a formula that recognizes differences in institutional missions.
3. Include both qualitative and quantitative factors that have enrollment features which encourage some campuses to grow and others to raise admissions standards consistent with mission, community, and state needs.
4. Recognize special programs such as desegregation and land-grant programs that have been funded separately.
5. Build in incentives that promote good academic and financial management.

To address these goals, the Board of Regents included in the core funding component of the formula the following subcomponents:

A. Mission Related Funding Targets

The Board of Regents adopted the use of the SREB categories with selected modifications for classification of institutions. The modifications include a "filtering" approach for four-year institutions using three subcategories within each SREB Classification:

First Quartile

Middle 50 percent (Second & Third Quartiles)

Fourth Quartile

By using a "filtering" approach, the formula recognizes the significant differences that sometimes exist among institutions within the broad SREB classifications, and it prevents a radical shift in classification and funding caused by a slight change in the number of degrees conferred.

Each institution's category is determined by the criteria established and used by SREB. The placement in a quartile within the category is based on the number of doctorates or advanced degrees conferred by the institution. The numerical range of degrees within each quartile as determined by the latest published SREB degree data serves as the criterion for a three-year period. Annually, updated degree data for Louisiana's institutions are examined for placement of institutions within quartiles. Movement between quartiles by institutions due to changes in SREB categorization or degrees conferred is limited to one quartile per year.

CRITERIA FOR SREB PEERS

CRITERIA FOR PLACEMENT IN QUARTILES

(Based on 1998-99 SREB & Louisiana Degree Data)

CATEGORY	FIRST QUARTILE	MIDDLE 2 QUARTILES	FOURTH QUARTILE
1	100-160 Doctorates	161-348 Doctorates **LSU and A&M**	349+ Doctorates
2	30-59 Doctorates **ULL** **UNO**	60-100 Doctorates	101+ Doctorates
3	100-254 Advanced Degrees	255-500 Advanced Degrees **Louisiana Tech** **Southern U and A&M** **ULM**	501+ Advanced Degrees
4 & 5	30-105 Advanced Degrees **LSU-Shreveport**	106-205 Advanced Degrees **Grambling** **McNeese** **Nicholls** **Southern-NO**	206+ Advanced Degrees **Northwestern** **Southeastern**

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The SREB average dollar per Full-Time Equivalent Enrollment (FTE) for each SREB category is the funding amount for the Middle Quartiles for each corresponding category in the formula. The funding for the First Quartile of each category is the average of the rate of the Middle Quartiles for that category (i.e., the SREB average dollar per FTE for that category) and the rate for the Middle Quartiles of the next lower category. Likewise, the funding for the Fourth Quartile of each category is the average of the rate of the Middle Quartiles for that category and the rate for the Middle Quartiles of the next higher category. Therefore, the Fourth Quartile of each category is the same rate as the First Quartile of the next higher category.

This approach to establishing values is designed to discourage "mission creep" and the movement to higher categories by institutions in an effort to secure a higher funding rate. Since the rate for the Fourth Quartile of a category is the same as the First Quartile of the next higher category, there is no immediate funding advantage gained by an institution moving to a higher SREB category.

FUNDING RATES PER FTE*

SREB Category	Q1	Middle 2 Q's	Q4
SREB CAT 1	$6,273	$6,672	$7,072
SREB CAT 2	$5,355	$5,873	$6,273
SREB CAT 3	$4,624	$4,836	$5,355
SREB CAT 4/5	$4,200	$4,412	$4,624

* SREB funding rates as of FY1999-2000 are used for exposition purposes.

Finally, the value of the Fourth Quartile of Category 1 is calculated as an equal dollar distance from the Middle Quartiles as the First Quartile is from the Middle Quartiles of that category. Likewise, the First Quartile of Category 4/5 is calculated as an equal dollar distance from the Middle Quartiles as the Fourth Quartile is from the Middle Quartiles of that category.

B. High Cost Academic Program Factor

The SREB mission-related funding target is a primary factor in the core component of the formula. Within a category, however, institutions have different academic programs with different costs. To adjust for the academic program cost differences, the Texas cost weighting approach has been used. This model parallels that used by other states in that the most expensive costs incurred are typically for programs in nursing, other health-related programs, and engineering. While the SREB averages take into account costs of an institution by level, the Texas weighting approach provides a second adjustment to account for differences in costs due to the mix of programs at an institution.

The Student Credit Hour (SCH) data from each institution is factored using the Texas weighting approach. The revised, adjusted SCHs are used to determine the relative position of institutions within each category. If an institution has a higher academic factor than the average of other Louisiana institutions in its category, then a percentage adjustment is made to the dollar per FTE.

The Academic Adjustment Amount is a dollar amount added to the SREB dollar per FTE to take into account the different academic program offerings with different instructional costs. The Academic Adjustment Amount is determined by multiplying the SREB $/FTE by the Academic Cost Factor percentage. This amount is then multiplied by 50 percent to determine the amount that is related to the instructional cost, since for formula purposes the instructional cost has been estimated to be 50 percent of total cost per FTE.

The Adjusted SREB $/FTE is determined by adding the SREB $/FTE from the appropriate quartile with the dollar amount for the Academic Adjustment Amount. This total is the value that is used to determine the full funding level for each institution.

C. Enrollment Factor

Recognizing the potential effects of expanding the new community and technical college system and imposing admissions criteria at baccalaureate degree-granting universities, the formula uses a three-year moving average FTE enrollment factor to provide a more stable funding base. The moving average is being phased in, beginning with FY 2001-2002.

The FTE enrollment is used to determine the funding level of each institution. The FTE enrollment is derived from the Board of Regents' Statewide Student Credit Hour Reporting System. SCHs from the summer, fall, winter, and spring terms will be converted into FTEs using the standard SREB guidelines:

1. Annual undergraduate credit hours for semester systems are divided by 30
2. Annual graduate hours for semester systems are divided by 24;

Undergraduate and graduate FTEs are added together to get the total FTE enrollment for each institution.

The Base Formula Requirement (Core Funding Component) is the level of funding required to approximate the funding level of comparable SREB institutions. This level of funding should provide the basic operational needs for each institution. The Base Formula Requirement is determined by multiplying the Adjusted SREB $/FTE by the total number of FTEs for each institution.

D. Special Programs

Certain special programs such as the desegregation Settlement Agreement, the Southern land-grant program, and lease costs for facilities are funded in addition to the formula-calculated funding targets. The desegregation Settlement Agreement is to remain non-formula until it expires.

II. Quality/Campus Improvement and State Priorities

This component of the funding formula has six overarching goals:

1. Emphasize differences in mission and target resources to strategic programs.
2. Connect funding policies with values and strategies identified in the *Master Plan*.
3. Allocate resources to support the state's economic development goals.
4. Encourage institutions to build other sources of revenue, including private contributions.
5. Encourage efficiencies and good management practices, including reallocation of institutional resources.
6. Provide resources to support a quality learning environment.

To address these goals, the Board of Regents will seek funding to create a Quality

Improvement Program that will target resources to institutions for developing programs of regional and national eminence. Awards will be made through a qualitative evaluation based on criteria such as the program's relationship to the institution's functional mission, attainment of overall state economic goals, and other yet to be established criteria. Funding of this component will be in addition to the Core Funding component and will be implemented as funding becomes available.

III. Performance Incentive Initiatives

This component of the formula is designed to reward institutions for high performance and to provide an incentive for institutional improvement. Appropriate evaluation mechanisms based on nationally recognized and accepted standards and definitions will be used to determine the performance and functional accountability of institutions in the following areas:

1. Student charges and costs, including tuition rates and financial aid.
2. Student advancement, including continuing students, transfer students, graduation rate, licensure pass rate, and placement per employment reports.
3. Program viability, including accreditation information.
4. Faculty activity, including salaries and work description.
5. Mission-specific goals tailored to each institution, including efforts to address the social, cultural, and economic development needs of the service area.

The Board of Regents will continue to work with the systems and institutions to develop criteria to be used for this component. Evaluation models will be developed to determine the amount of funding that each institution will receive from the Performance/Incentive component. Performance Incentive Funding will be in addition to the Core Funding component and will be implemented as funding becomes available.

PART II: LAW, LOUISIANA TECHNICAL COLLEGE, VETERINARY MEDICINE, HEALTH SCIENCES CENTER, AND AGRICULTURE RESEARCH AND EXTENSION PROGRAMS

The formulae developed for the areas of law, the technical college, veterinary medicine, health sciences, and agriculture research and extension programs all consist of three basic components similar to the formula for community colleges and four-year institutions. Each contains a Core Funding component, a Quality/Campus Improvement and State Priorities component, and a Performance Incentive component. The Core Funding component in each case represents an approach designed to provide the basic operational needs for these traditionally "non-formula" areas, and is described more fully in Section III below. Due to the similarity in purpose and objectives, the Quality/Campus Improve-ment and State Priorities and Performance Incentive components for all units are summarized below. These two components will be implemented as funding becomes available.

I. Quality/Campus Improvement and State Priorities

All programs will be eligible to participate in the Quality Improvement Program, which targets resources to develop programs of regional and national eminence. Institutions will compete for these resources through a competitive grant program with clear benchmarks and goals. Awards will be made through a qualitative evaluation based on identified criteria such as centrality to institutional mission, achievement of overall state economic goals, potential for success, and other criteria.

II. Performance Incentive Initiatives

This component of the formulae is designed to reward institutions for high performance and to provide an incentive for institutional improvement. Performance Incentive Funding will be in addition to the Core Funding component. Appropriate evaluation mechanisms based on nationally recognized and accepted standards and definitions will be used to determine the performance and functional accountability of programs. Goals and benchmarks are to be determined.

III. Core Funding

A. Public Law Program Core Funding

The Core Funding component uses SREB data to establish an equitable funding goal on a per-student basis, including revenues from all sources. The formula is designed to fund Louisiana's law programs at an average state appropriation per FTE student comparable to other public law programs within the SREB states. Each year monies are to be allocated to finance a portion of the funding goal. The overall amounts will be modified only to reflect increases in SREB averages that typically represent faculty salary growth and other factors. As part of the funding submission each year, a plan will be submitted to show how the resources would be allocated.

The Board of Regents set a funding goal of $20,000 per student for direct expenditures per guidelines of the ABA, to include all sources of funds for law programs for FY 2000-01. Direct expenditures do not include funding for continuing legal education or OP&M expenditures. The state appropriation is approximately 70 percent of the overall amount for four-year institutions. This percentage is used to determine the state funding for the law programs. For example, state funding per FTE student would be established at 70 percent of the $20,000 overall funding goal set by the Board of Regents for FY 2000-01, or $14,000 per FTE student. Each year the Board of Regents will adjust the overall goal by the increase in SREB funding.

For formula funding purposes, the enrollment in the law programs is based on headcount enrollment and not on FTE enrollment. Each year the law programs shall report the headcount enrollment, excluding any dual enrollments, to be used to determine the funding level for the school.

The Base Formula Requirement is the level of funding required to approximate the funding level of comparable institutions. This level of funding should provide the basic operational needs for each institution. The Base Formula Requirement is determined by multiplying the state funding per Headcount student by the total number of students. Continuing legal education and the Operation, Plant, and Maintenance (OP&M) allowance are provided in addition to the enrollment funding calculation.

B. Louisiana Technical College Core Funding

The Core Funding component uses SREB data to establish an equitable funding goal on a per-student basis to provide for basic operational needs. Each year monies are to be allocated to finance a portion of the funding goal. The formula is designed to fund Louisiana's institutions at an average state appropriation per FTE student comparable to institutions within the SREB states. The overall amounts will be modified only to reflect increases in SREB averages.

The SREB average dollar per FTE for SREB Category Two-Year 2 will be the funding amount used for the LTC, which for FY2000-2001 was $3,903. The full-time equivalent (FTE) enrollment will be used to determine the funding level of each institution. The FTE enrollment is derived from the Statewide Student Credit Hour Report data on SCHs or contact hours from the summer, fall, winter, and spring terms. The student credit hours and contact hours accumulated by the LTC are converted to FTEs using standard SREB guidelines.

The Base Formula Requirement is the level of funding required to approximate the funding level of comparable institutions. This level of funding should provide the basic operational needs for each institution. The Base Formula Requirement is determined by multiplying the dollar per FTE student by the total number of FTE students.

C. Veterinary Medicine Core Funding

The Core Funding component uses SREB data to establish an equitable funding goal on a per-student basis in direct state funds. Each year monies are to be allocated to finance a portion of the funding goal. As part of the funding submission each year, a plan will be submitted to show how the resources would be allocated.

The average dollar per FTE for veterinary programs in the SREB will be the funding amount used for the LSU School of Veterinary Medicine, which for FY2000-2001 was $44,157. The direct state funding will be modified each year only to reflect increases in SREB averages that typically represent faculty salary growth and other factors. The direct expenditures do not include funding for OP&M expenditures.

The enrollment at the LSU School of Veterinary Medicine is based on headcount enroll-

ment and not on FTE enrollment. Each year the school shall report the headcount enrollment to be used to determine the funding level for the school.

The Base Formula Requirement is determined by multiplying the dollar-per-student by the total number of students and then adding the expenditures for OP&M. This level of funding should provide the basic operational needs for the LSU School of Veterinary Medicine and should approximate the funding level of comparable institutions.

D. Health Sciences Core Funding

The Core Funding component uses the annual University of Oklahoma survey of health science centers to establish an equitable funding goal per student. The formula is designed to fund the LSU Health Sciences Center at an average state appropriation per FTE student comparable to similar programs within the SREB states. Each year monies are to be allocated to finance a portion of the funding goal. As part of the funding submission each year, a plan will be submitted to show how the resources would be allocated.

The Board of Regents set a funding goal of $36,118 per student for state funding of medical programs within the SREB. The state funding will be modified each year only to reflect increases in SREB averages that typically represent faculty salary growth and other factors.

The enrollment at the LSU Health Sciences Center is based on FTE enrollment, including house officers. Each year the school shall report the enrollment, and these enrollment figures will be used to determine the funding level for each institution.

The Base Formula Requirement is determined by multiplying the dollar per FTE student by the total number of FTE students and should be the level of funding required to approximate the funding level of comparable institutions. This level of funding should provide the basic operational needs for the LSU Health Sciences Center.

E. Agriculture Research and Extension Programs Core Funding

The Core Funding component uses SREB data to establish an equitable funding goal for the LSU Agricultural Center. The formula is designed to fund the LSU Agricultural Center

at an average state appropriation comparable to other agriculture programs within the SREB states, excluding Maryland and West Virginia. It was determined that these two states would be excluded from the analysis due to their limited role in agriculture. Each year monies are to be allocated to finance a portion of the funding goal. The overall amounts will be modified only to reflect increases in SREB averages that typically represent faculty salary growth and other factors. As part of the funding submission each year, a plan will be submitted to show how the resources would be allocated.

The Board of Regents set a funding goal of $33,156,000 for state funding of agriculture research programs based on the SREB average state funding and a target of $6.19 per capita (state population) for agriculture cooperative extension. Additionally, a target of $6,977,220 was established for other programs and support. The state funding will be modified each year only to reflect increases in SREB averages that typically represent faculty salary growth and other factors.

The Base Formula Requirement is determined by adding the state funding goal for research to the state funding for extension and the state funding for other programs. The Base Formula Requirement is the level of funding required to approximate the funding level of comparable institutions and should provide the basic operational needs for the LSU Agricultural Center.

Appendix A

APPENDIX

A

TASK FORCE ON FORMULA FUNDING FOR PUBLIC UNIVERSITIES AND COMMUNITY COLLEGES

Dr. Ray Authement, President
University of Louisiana at Lafayette

Dr. Brenda Birkett
Vice Chancellor for Academic Affairs
Southern University and A&M

Dr. Sally Clausen, President
Southeastern Louisiana University

Dr. Edward Jackson, Chancellor
Southern University and A&M

Dr. William Jenkins, President
Louisiana State University System

Mr. Bobby P. Jindal, President
University of Louisiana System

Dr. Terrence Kelly, President
Delgado Community College

Mr. Robert Kuhn
Associate Vice Chancellor for
Budget and Planning
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Dr. Lou Paradise
Executive Vice Chancellor and Provost
University of New Orleans

Dr. Daniel Reneau, President
Louisiana Tech University

Dr. Leon Tarver, President
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Mr. Robert Turner
Vice President for Business &
Administrative Affairs
University of Louisiana at Monroe

Mr. Tom Williams
Vice Chancellor for Business & Adm. Affairs
Bossier Parish Community College

Mr. Andre Coudrain, Chairman
Finance Committee
University of Louisiana
Board of Supervisors

Ms. Mamye Hall, Chair
Finance Committee
Southern University Board of Supervisors

Dr. Mary Ella Sanders, Chair
Board of Regents

Mr. Charles S. Weems III, Chairman
LSU Board of Supervisors

Dr. E. Joseph Savoie
Commissioner of Higher Education
Task Force Chairman

Dr. James S. Clarke
Deputy Commissioner for
Planning, Research and Performance
Task Force Coordinator

Ms. Brenda Albright
Consultant to Task Force

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LOUISIANA TASK FORCE ON POSTSECONDARY EDUCATION MASTER PLANNING

Dr. Ray Authement, President
University of Louisiana at Lafayette

Dr. Donald Ayo, President
Nicholls State University

Mr. Edwards Barham, Chairman
Board of Supervisors
Louisiana Community and Technical
College System

Dr. Wayne Brown, President
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Mr. Andre Coudrain, Chairman
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Southern University Board of Supervisors

Mr. Stanley Leger, Director
LTC-Sowela Campus

Dr. Leon Tarver, President
Southern University System

Dr. Mervin Trail, Chancellor
LSU Health Sciences Center

Mr. Charles S. Weems III, Chairman
LSU Board of Supervisors

Dr. Joe Ben Welch, Chancellor
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Dr. Mary Ella Sanders, Chair
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Appendix

APPENDIX

B

THE CARNEGIE CLASSIFICATION OF INSTITUTIONS OF HIGHER EDUCATION

The 2000 Carnegie Classification includes all colleges and universities in the United States that are degree-granting and accredited by an agency recognized by the U.S. Secretary of Education. The 2000 edition classifies institutions based on their degree-granting activities from 1995-96 through 1997-98.

Doctorate-granting Institutions

Doctoral/Research Universities-Extensive: These institutions typically offer a wide range of baccalaureate programs, and they are committed to graduate education through the doctorate. During the period studied, they awarded 50 or more doctoral degrees per year across at least 15 disciplines.

Doctoral/Research Universities-Intensive: These institutions typically offer a wide range of baccalaureate programs, and they are committed to graduate education through the doctorate. During the period studied, they awarded at least ten doctoral degrees per year across three or more disciplines, or at least 20 doctoral degrees per year overall.

Master's Colleges and Universities

Master's Colleges and Universities I: These institutions typically offer a wide range of baccalaureate programs, and they are committed to graduate education through the master's degree. During the period studied, they awarded 40 or more master's degrees per year across three or more disciplines.

Master's Colleges and Universities II: These institutions typically offer a wide range of baccalaureate programs, and they are committed to graduate education through the master's degree. During the period studied, they awarded 20 or more master's degrees per year.

Baccalaureate Colleges

Baccalaureate Colleges—Liberal Arts: These institutions are primarily undergraduate colleges with major emphasis on baccalaureate programs. During the period studied,

they awarded at least half of their baccalaureate degrees in liberal arts fields.

Baccalaureate Colleges—General: These institutions are primarily undergraduate colleges with major emphasis on baccalaureate programs. During the period studied, they awarded less than half of their baccalaureate degrees in liberal arts fields.

Baccalaureate/Associate's Colleges: These institutions are undergraduate colleges where the majority of conferrals are at below the baccalaureate level (associate's degrees and certificates). During the period studied, bachelor's degrees accounted for at least ten percent of undergraduate awards.

Associate's Colleges

These institutions offer associate's degree and certificate programs but, with few exceptions, award no baccalaureate degrees. This group includes institutions where during the period studied, bachelor's degrees represented less than ten percent of all undergraduate awards.

Specialized Institutions

These institutions offer degrees ranging from the bachelor's to the doctorate, and typically award a majority of degrees in a single field. The list includes only institutions that are listed as separate campuses in the Higher Education Directory. Specialized institutions include:

Theological seminaries and other specialized faith-related institutions: These institutions primarily offer religious instruction or train members of the clergy.

Medical schools and medical centers: These institutions award most of their professional degrees in medicine. In some instances, they include other health professions programs, such as dentistry, pharmacy, or nursing.

Other separate health professions schools: These institutions award most of their degrees in such fields as chiropractic, nursing, pharmacy, or podiatry.

Schools of engineering and technology: These institutions award most of their bachelor's or graduate degrees in technical fields of study.

Schools of business and management: These institutions award most of their bachelor's or graduate degrees in business or business-related programs.

Schools of art, music, and design: These institutions award most of their bachelor's or graduate degrees in art, music, design, architecture, or some combination of such fields.

Schools of law: These institutions award most of their degrees in law.

Teachers colleges: These institutions award most of their bachelor's or graduate degrees in education or education-related fields.

Other specialized institutions: Institutions in this category include graduate centers, maritime academies, military institutes, and institutions that do not fit any other classification category.

Tribal Colleges and Universities

These colleges are, with few exceptions, tribally controlled and located on reservations. They are all members of the American Indian Higher Education Consortium.

SREB INSTITUTIONAL CATEGORIES

For its 30-year history, the SREB-State Data Exchange has recognized the importance of reporting statistical comparisons by institutional category—unlike most other statistical reports, even today. The mix of types of institutions in the states differs greatly and statewide aggregate comparisons should always be interpreted with caution.

The SREB system for categorizing postsecondary education institutions is designed for use in making statistical comparisons among states and is based on a number of factors relevant to determining resource requirements. Differences in institutional size (numbers of degrees), role (types of degrees), breadth of program offerings (number of program areas in which degrees are granted), and comprehensiveness (distribution of degrees across program areas) are the factors upon which institutions are classified. Other factors relevant to determining resource requirements, such as cost differences among programs or externally funded research, are not taken into account in the SREB-State Data Exchange categories.

The SREB-State Data Exchange also recognizes that different categorization schemes may be suited to different purposes. Many states use narrower peer group comparisons, sometimes containing institutions outside the SREB region, for purposes other than interstate statistical comparisons. For example, peer group comparisons are found in many funding formulas for postsecondary institutions. The SREB-State Data Exchange assists researchers and planners who may need to form comparison groups of their own choosing by sharing the by-college data from the survey since 1995-96. The SREB-State Data Exchange report publishes results using the categories listed below.

Institutions are assigned to categories for a report year using the previous academic year's data on program completions. To keep the statistical comparison groups relatively stable over time and to ensure that institutions change categories only when their measures on a criterion are relatively stable, institutions change categories when they meet the criterion for another category for the third consecutive time.

Four-Year

Category	Definitions
Four-Year 1	Institutions awarding at least 100 doctoral degrees that are distributed among at least 10 CIP categories (2-digit classification) with no more than 50 percent in any one category.
Four-Year 2	Institutions awarding at least 30 doctoral degrees that are distributed among at least 5 CIP categories (2-digit classification).
Four-Year 3	Institutions awarding at least 100 master's, education specialist, post-master's, or doctoral degrees with master's, education specialist, and post-master's degrees distributed among at least 10 CIP categories (2-digit classification).
Four-Year 4	Institutions awarding at least 30 master's, education specialist, post-master's, or doctoral degrees with master's, education specialist, and post-master's degrees distributed among at least 5 CIP categories (2-digit classification).
Four-Year 5	Institutions awarding at least 30 master's, education specialist, post-master's or doctoral degrees.
Four-Year 6	Institutions awarding less than 30 master's, education specialist, post-master's or doctoral degrees.

Two-Year

Two-Year 1	Institutions awarding associate degrees and offering college transfer courses; some certificates and diplomas may also be awarded.
Two-Year 2	Institutions awarding vocational-technical certificates and diplomas; some vocational-technical associate degrees may also be awarded.

Specialized

Specialized	Special purpose institutions with specialized degree programs. These may include medical or health science centers and, in some instances, stand-alone law schools, fine arts schools, or engineering schools.

COMMISSION ON COLLEGES OF THE SOUTHERN ASSOCIATION OF COLLEGES AND SCHOOLS

The Classification of Institutions

Each candidate and member institution of the Commission on Colleges is classified according to its highest level of degree offered. Within the institution's level, it may also offer diploma and certificate programs as long as such programs are at or below the level of the highest degree offered. The following classification is used:

Level I: institutions offering associate degrees;

Level II: institutions offering baccalaureate degrees;

Level III: institutions offering master's degrees;

Level IV: institutions offering master's and specialist degrees;

Level V: institutions offering doctoral degrees in three or fewer major academic or professional disciplines; and

Level VI: institutions offering doctoral degrees in four or more major academic or professional disciplines.

APPENDIX

C

LOUISIANA'S REGIONAL LABOR MARKET AREAS

Region 1
Jefferson
Orleans
Plaquemine
St. Bernard
St. Charles
St. James
St. John the Baptist
St. Tammany
Washington

Region 2
Ascension
East Baton Rouge
East Feliciana
Iberville
Livingston
Point Coupee
St. Helena
Tangipahoa
West Baton Rouge

Region 3
Assumption
Lafourche
Terrebonne

Region 4
Acadia
Evangeline
Iberia
Lafayette
St. Landry
St. Mary
St. Martin
Vermilion
West Feliciana

Region 5
Allen
Beauregard
Calcasieu
Cameron
Jefferson Davis

Region 6
Avoyelles
Catahoula
Concordia
Grant
La Salle
Rapides
Vernon
Winn

Region 7
Bienville
Bossier
Caddo
Claiborne
De Soto
Lincoln
Natchitoches
Red River
Sabine
Webster

Region 8
Caldwell
East Carroll
Franklin
Jackson
Madison
Morehouse
Ouachita
Richland
Tensas
Union
West Carroll

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REGIONAL GEOGRAPHIC LOCATION OF INSTITUTIONS

Region: 1

LTC-Jefferson
LTC-River Parishes
LTC-Sidney Collier
LTC-Slidell
LTC-West Jefferson
Delgado Community College
Elaine P. Nunez Community College
Southern University at New Orleans
University of New Orleans
LSU Health Sciences Center

Region: 2

LTC-Ascension
LTC-Baton Rouge
LTC-Florida Parishes
LTC-Folkes
LTC-Hammond Area
LTC-Jumonville
LTC-Sullivan
LTC-Westside
Baton Rouge Community College
River Parishes Community College
LSU and A&M College
Southeastern Louisiana University
Southern University and A&M College
LSU Agricultural Center
Paul M. Hebert Law Center
Pennington Biomedical Research Center
SU Agricultural Research and Extension Center
SU Law Center

Region: 3

LTC-L.E. Fletcher
LTC-Lafourche
Nicholls State University
LUMCON

Region: 4

LTC-Acadian
LTC-Charles B. Coreil
LTC-Evangeline
LTC-Gulf Area
LTC-Lafayette
LTC-T.H. Harris
LTC-Teche Area
LTC-Young Memorial
LSU at Eunice
South Louisiana Community College
University of Louisiana at Lafayette

Region: 5

LTC-Morgan Smith
LTC-Oakdale
LTC-Sowela
McNeese State University

Region: 6

LTC-Alexandria
LTC-Avoyelles
LTC-Huey P. Long
LTC-Lamar Salter
LTC-Shelby Jackson
LSU at Alexandria

Region: 7

LTC-Mansfield
LTC-Natchitoches
LTC-Northwest
LTC-Ruston
LTC-Sabine Valley
LTC-Shreveport Bossier
Bossier Parish Community College
Southern University at Shreveport
Grambling State University
Louisiana Tech University
Northwestern State University
LSU in Shreveport

Region: 8

LTC-Bastrop
LTC-Delta Ouachita
LTC-North Central
LTC-Northeast
LTC-Tallulah/M. Surles
University of Louisiana at Monroe

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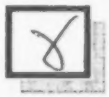

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